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TWICE-A-MONTH

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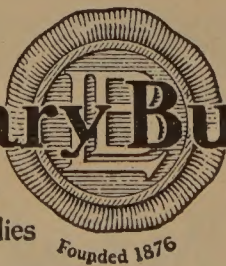
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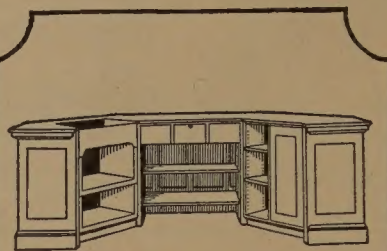
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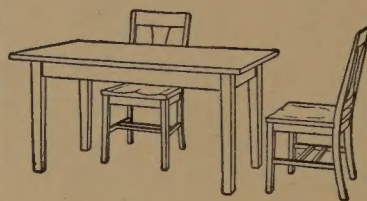
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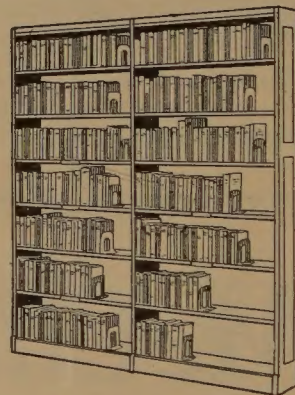
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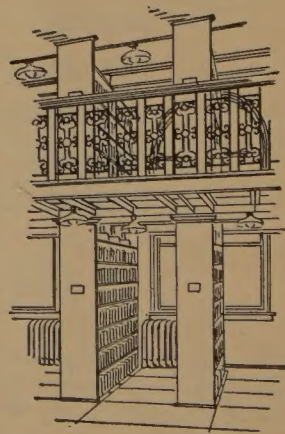
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# THE LIBRARY JOURNAL

TWICE-A-MONTH

FEBRUARY 15, 1923



## The Development of the School Library

By SABRA W. VOUGHT

New York State Inspector of School Libraries

**A**LTHO the library like the school had its beginning in the monastery, its service was restricted to the leisure class and the scholar for a much longer time than the service of the school. The development of the two was parallel rather than by one supplementing the other, and the points of contact are still all too few. Even school men have not yet fully realized that the library is as much an educational institution as the school and that neither can fulfill its entire function without the aid of the other, while the school library is even more generally considered an added burden to a school already overcrowded and having a faculty absorbed in teaching children to pass examinations. This attitude is not entirely surprising, because most of the school men and women of today received their schooling without the aid of libraries and have never learned the use of books as tools. Altho the public library is nearly fifty years old, the school library as such is of much more recent growth. It has taken a long time to bring to even a small part of those who have to do with the schools, the realization that the chief thing a child carries from school to serve him thru life is the ability to read. A recent writer has said, "It is probably a fair, altho not a complete statement, to say that at present the principal aim of the school is to teach the child how to read; and that the principal aim of the library is to furnish wholesome reading material. The fundamental fact is that the most important problem is to make the child want to read." It is this problem of making the child want to read, that is the chief business of the school library.

Altho in 1740 Benjamin Franklin had emphasized the value of a library in an academy, very little development of school libraries had taken place up to 1876. The report of the Bureau of Education on the "Public Libraries of the United States of America" published in that year mentions 826 secondary schools which contain libraries. The books in these schools

amounted to about one million volumes. In 1912 when the Bureau of Education reported on secondary school libraries, 11,734 high schools contained 8,528,817 volumes. No doubt the statistics for the last decade will show a much greater increase both in the number of high school libraries and in the number of volumes contained.

As the State of New York was the pioneer in the development of publicly supported libraries a brief survey of the development of the school library in this State may not be without interest. As early as 1812 Governor Tompkins in his annual message had called attention to the importance of a judicious selection of books for use in the schools. Owing to the outbreak of the War of 1812 nothing came of the suggestion at that time. In 1827 Governor Clinton suggested the wisdom of having a small collection of books in each school district. No action was taken, however, and six years later the Commissioner of Common Schools of the State of New York made the statement that "if the inhabitants of the school districts were authorized to levy a tax upon their property for the purpose of purchasing libraries for the use of the district, such power might, with proper restrictions, become a most efficient instrument for the diffusion of useful knowledge and in elevating the intellectual character of the people."

It was not until 1835 that a law was passed enabling the tax-payers in any school district to vote a tax not to exceed \$20 to purchase a district library, and "such further sum as they may deem necessary for the purchase of a book-case." The law also permitted the levying of a tax in any subsequent year, of a sum not to exceed \$10 "for the purpose of making additions to the district library." The clerk of the district, or any person whom the taxable inhabitants might designate was to act as librarian. Altho the school district was the unit of taxation, the library was in no sense a school library, but was designed to serve the people

of the district. This first attempt was a failure for three reasons. In the first place there was no real librarian and the person designated usually had no fitness for the place. Then there was no library building or room, and the books were not even kept in the school house where they might have been more readily accessible, but were stored in the home of the custodian. And lastly there was no system of taking care of the books or accounting for them when they were borrowed. In consequence the books were scattered and lost and nobody was responsible for their return.

This first attempt must have been discouraging, but in 1838 the State appropriated \$55,000 to be distributed to the common schools to be used for the purchase of libraries in districts where an equal amount was raised by taxation. The law provided that for three years the amount received by the schools should be used for the purchase of district libraries, but that after that time it might be used either for the purchase of libraries, or "for the payment of teachers' wages, at the discretion of the inhabitants of the district."

For the next fifteen years these libraries flourished with considerable vigor. But contemporary accounts and the legislation enacted during this time show that they were established and maintained primarily to furnish information, with no idea of the recreational or inspirational function of a library. "Mental culture and scientific attainment" were the criteria for selection and there were few books for the young. Altho the trustees of the school district were trustees of the library, and the Superintendent of Common Schools was empowered to make the governing rules, still the library was not really a school library. A quotation from the report of the Superintendent of Common Schools for the year 1847 shows this quite conclusively. He says, in speaking of the choice of books for the libraries, "They should not be children's books, or light and frivolous tales and romances, but works conveying solid information which will excite a thirst for knowledge, and also gratify it, as far as such a library can." The very fact that the libraries were selected for adults rather than for children may have been one of the chief reasons for their decline. Unless children of school age learn the reading habit and the use of books as tools they will not use libraries when they leave school. Whatever the cause, it is true that the libraries which numbered over a million and a half volumes in 1853 gradually declined until in 1881 they contained less than half that number. It was not until 1892 that the law clearly defined the school library as a part of the equip-

ment of the school, to be kept in the school building, to provide reference books and supplementary reading for the pupils, with books relating to the branches pursued in the school and pedagogic books for the teachers. This law required also the appointment of a school librarian who should be responsible for the care and use of the library. It also permitted the district to raise by taxation as much money for the purchase of books as it received from the State, and provided that books so purchased should be approved by the Commissioner of Education. A later law provided for the lending of books from the school library to the residents of the district.

Following the example of the State of New York eight states passed legislation looking toward the establishment of libraries in the school districts during the years 1835 to 1840. In Massachusetts in 1837, Horace Mann was instrumental in getting a law passed which allowed the school districts to expend \$30 the first year and \$10 in each succeeding year to begin and support a library. The school committee was to select the books. In 1841 there were only 10,000 volumes in the libraries of the schools. The next year the state appropriated \$15 to each district that would raise a like amount. The plan in Massachusetts was similar to that in the State of New York and was later superseded by the free town libraries.

Michigan voted in 1837 to allow the school districts to raise a sum not to exceed \$10 annually for the purchase and support of the district libraries, and allowed to each district which voted this sum its proportion of the fines collected for any breach of the peace laws. It seemed rather difficult to "coax through the hands of the magistrates and county treasurers" the money so collected and in consequence the school libraries were left with a very uncertain means of support. In the report of the State Superintendent for 1873 he says, "While it must be admitted that there are not a few who are decidedly opposed to school libraries as a useless appliance in our school work, and many more are quite indifferent to the subject, there are yet a host of earnest citizens, and among them our most active educators, who believe the value of school libraries, properly managed, can hardly be overestimated." Then speaking of the failure of the libraries, he says, "The radical defect and failure was in destroying all certain means for the support of the libraries. The moneys from fines etc. were never designed as a support to the libraries, but were so appropriated by the constitution as merely incidental, and to make the penalty for crime aid in preventing crime by an increased intelligence."

The laws in the various states were similar to those cited above. In most cases the result was also the same. The libraries flourished for a time then declined, thru lack of funds, and were superseded by the town libraries. The poor selection of books, and the inability to provide new ones made the collections stale and uninteresting to those who should have been eager patrons. One county superintendent in Indiana reported, in 1874, that the books in his county "get weak from want of exercise." In Pennsylvania the law prohibited the school directors "from purchasing from the school fund any books except those of a strictly professional character, for the use and instruction of teachers," while the Kansas law directed that the "purchases shall be restricted to works of history, biography, science and travels." In many districts the well-meaning trustees fell a prey to the ever-present and vigilant book agent. In some states the departments of education prepared lists of suitable books for the school libraries, but it is doubtful if even these lists contained many titles of books which would invite the child to read for the sheer joy of reading. How interesting it would be to introduce some of those worthy educators of fifty years ago, to a modern school library with its shelves of attractive books, and its collections of special editions which serve no scientific purpose, but are used as a bait to the child's appetite!

The year 1876, which marks the beginning of the public library movement in this country, is of interest also from the point of view of the school library. It was in this year that a man who was interested in education had a vision of the possibilities of the school library, and also saw that without the library the school could never fully accomplish its mission. The speech which Charles Francis Adams, Jr., made to the teachers of Quincy, Mass., still sets a standard which only a comparatively small number of schools have yet reached. He spoke in part as follows: "Having started the child by means of what we call a common-school course, the process of further self-education is to begin. The great means is thru much reading of books. But we teach children to read; we do not teach them *how* to read. That, the one all-important thing—the great connecting link between school education and self-education, between means and end—that one link we make no effort to supply. As long as we do not make an effort to supply it our school system in its result is and will remain miserably deficient. For now, be it remembered, the child of the poorest man in Quincy, has access as free as the son of the millionaire, to what is for practical general use, a perfect library. Yet tho the school and the

library stand on our main street side by side, there is, so to speak, no bridge leading from the one to the other." It is for the purpose of building this bridge that the school library exists today.

In the early numbers of the LIBRARY JOURNAL it is interesting to read what some of the best known men in the library profession said and wrote concerning books in the schools for the children to read. Mr. Green, of Worcester, and Mr. Foster, of Providence, were among the first to recognize that a mutual understanding between teacher and librarian was essential, and each did much in his own city to help both the pupils and the teachers to a knowledge of the use of books. Mr. Foster advocated a course to familiarize pupils with the use of reference books to be given early in the school course. In Worcester a collection of books of travel was sent to the school to interest the children who were studying geography and to help the teachers of that subject.

Not only librarians but also teachers were beginning to understand the value of the library in the work of the school. R. C. Metcalf, master of Wells School, Boston, suggested in 1880 that there should be a "weekly reading hour" in the school, and urged the teachers to get from the library twenty-five or thirty carefully selected books to re-distribute to the pupils. So far as we have been able to ascertain this was the beginning of the library hour once a week for all the children in the grades, which is now becoming more and more common.

In the National Education Association the subject of libraries did not come up until some years later. However, in 1880 the proceedings recount two noteworthy utterances on the subject. The first was once more by Charles Francis Adams, Jr., in a paper which he read on the development of the superintendency. In speaking of the schools of Quincy, he said, "We begin with Froebel's method and end with the public library. They are both factors in our Quincy public schools now, only the library is far the more important factor of the two." The school library owes much to this man who, being neither a librarian nor a teacher, was interested in both schools and libraries and realized, at that early date, their interdependence.

The second paper of interest to us in this meeting of the N. E. A. was read by Miss Mary W. Hinman, of Laporte, Indiana, on "The Practical Use of Reference Books." In this paper Miss Hinman advocated teaching the use of reference books to the children in the grades, and tho more than forty years have passed only

a comparatively small number of schools are giving such instruction.

The real beginning of library discussion in the N. E. A. was in 1896 when Melvil Dewey in an epoch making address urged the forming of a Library Department in the Association. He said that the library was as much a part of the educational system as the school and should be recognized as such, that while the one ministered to the child, during his youth, in the class room, the other afforded the means of education for the adult, at home, thru life. Not all of the public libraries have yet recognized that this is their true function.

Since 1896 the Library Department of the N. E. A. has taken a more and more important part in the proceedings of the Association. It would be interesting to discuss in detail the meetings which have been held in these twenty-five years and give credit to the people who have made the Department the force it now is in the educational world. But the limits of space make it unwise even to attempt such a discussion. Suffice it to say that both educators and librarians are coming more and more to view the public library and the school library in their true relation. A well equipped school library under the management of a trained librarian has convinced many a school man that it is the vital organ of the school, while the public librarian no longer views the school library as a rival institution, but rather as the training ground for the future users of the public library. No small part of this change of attitude has been due to the harmonious relations brought about by the Library Department of the N. E. A. which has brought teachers and librarians together for mutual understanding and mutual discussion.

During the past few years a notable step has been taken toward the standardization of the school library. No longer will a collection of old books stored in the principal's office pass muster as a school library. In 1915 the Library Committee of the Department of Secondary Education of the N. E. A. was appointed with Mr. C. C. Certain of Detroit, as chairman. It was organized to investigate actual conditions in the high schools of the United States, to make these conditions known to school administrators and to secure aid for their betterment. The report of the committee was presented the following year and gave an entirely new conception of the status of the library in the high school. In 1918 it was adopted by the N. E. A. with the committee's program for the development of the school library. The report was printed and widely circulated under the title

"Standard Library Organization and Equipment for Secondary Schools of Different Sizes." It has been reprinted by the American Library Association and by several states which have made slight adaptations for their own conditions. Altho the standards set by the report are beyond the possibility of attainment for most schools for some time to come, nevertheless a very definite goal is established towards which all may strive who are interested in the work of a school library. These "Certain Standards" together with Mr. Kerr's "Measuring Stick for Normal School Libraries" and the standards for public school libraries which appeared in a recent number of the *Detroit Journal of Education*, should be incentives for developing the library from the first grade thru the normal school as it has never been developed before.

Stress is laid in the Certain report on the importance of training for the school librarian, and on the desirability of a trained librarian as state supervisor of school libraries. Five states now employ such supervisors. Wisconsin has made training for the school librarian compulsory, and in New York school librarians are now certified on the basis of training and experience, while some of the other states require more or less training for school librarians.

Never has the outlook for school libraries been so full of promise. The knowledge of the function of the school library is spreading every day. When teachers and boards of education understand it fully there will be no question as to adequate equipment and support. It is to Miss Mary Hall, librarian of the Girls High School in Brooklyn, that we owe one of the best statements of what the school library should be. At the Ottawa conference of the American Library Association she discussed the "Possibilities of the High School Library" and summed up the statement by saying that the school library should be "A great working laboratory for all departments, which will meet their needs for reference, and serve to stimulate interest or awaken interest in the work of class room or laboratory; a preparatory school for the best use of college or public library by training students in the use of a library during the four years of school; compensation to students for the lack of a home library. Carefully selected, it affords a browsing place which should mean that inspiring and stimulating contact with books which many have felt in their home libraries, and it should mean also that personal guidance of the reading of the individual which in more fortunate homes parents give to their children."

# An Easy Job?

By MILDRED H. POPE

Organizer, Library Extension Division, University of the State of New York

AT the last A. L. A. conference, one of the speakers on the subject of recruiting for librarians, in commenting upon the range of professional salaries as compared with those of librarians, said: "The nearest relative and competitor is the teacher. Our first and most fundamental hope is that we may have such salaries as will compete with school and secretarial work. . . . People do not understand what library work is."

Certainly we have in comparison constantly, the work concerned with the only two public educational forces. Each is working toward the same end. Each is co-operating with the other in an endeavor to weld the two interests. And yet each is often misunderstanding the other. We are inclined to look upon the other fellow as holding "an easy job."

For years the world has looked upon the teacher after this fashion, and the attitude would not have changed in the slightest had not a carefully planned and executed campaign—aided by a threatened depletion in the teaching ranks—a few years ago, served to shed some light upon the subject. As a result teachers today, still in many places inadequately paid, have progressed to a stage where librarians can say "Our first hope is to compete with the salaries of the school."

Yet if much of the world of today doubts the nature of the labor of the teacher, most of the world doubts the nature of the labor of the librarian. We cannot expect to establish the profession upon a basis where it will permanently attract the most desirable workers, until this feeling can be dispelled. Nor shall we fail to see other callings growing more steadily than ours, attracting the type of worker whom we desire, when the world of today is offering greater financial inducements, not only to other professions but to a larger number of vocations which have as their basis the ideal of service. Scoff as we may at the man or woman who balances pennies against professional choice, a new economic world has been created in the last ten years, and the matter of salary must be taken into consideration.

One of the chief reasons why librarians' salaries are lower in the scale than the salaries of other professions, is that a large proportion of our public look at us and say "But that fellow there—he *has* got an easy job." We know what "library spirit" means, we know how we must

"dig and heap" before our edifice is visible, but the public does not know. We write in our library periodicals and speak in our library conventions, but professional love feasts are not enlightening to city councils, boards of education, school districts or the great mass of the voting public. Of course we have no longing to whine our woes into every passing ear but we *have* a right to formulate a definite program of enlightenment as to what training and qualifications an efficient librarian must have, and spread our message as the teaching profession has done.

An ignorant city mayor lately in opposition to the library portion of a city budget said publicly, "Let me go down and run that library for a few months. I bet I could hand out books on less than half they want, and save money." As I stood one day for a moment at my post in a large city library, catching my mental and physical breath between rushes of work, but evidently looking undisturbed, two well dressed women passed. One, younger than the other, glanced at me and not meaning to be overheard said to her companion "That's the kind of a position I'd like to have" and the older woman answered in all sincerity, "Why I could get you one. Its very simple work. You could learn it in a few hours." And this is much the view of the world at large. A semi-clerical, semi-social work and "very refined," is the estimate of the moving throng.

The teaching profession is paid little enough for the importance of its work, yet in two villages lately where high school teachers are paid from \$1600 to \$1800 a year, it was difficult to persuade the library board that the head librarian, administering in each case a beautiful library, the sole guardian of the post-school education of the place, should receive even the minimum sum.

I need not here touch upon the invisible rewards and spiritual uplift which teaching as a profession brings. I rejoice whenever that profession takes a step forward, but it is not amiss since the school is our "nearest relative" to compare and contrast briefly the work of these two allied professions. What should school boards and city officials weigh in balancing one type of work against the other. First that neither type of "job" if rightly administered is easy.

In the case of teaching every apparent oft-quoted asset of the work as such is needed. The

short hours of service are not short when measured by the outside hours of preparation, and revision of papers and supervision of outside activities. The Saturday, Christmas and Easter holidays are actual necessities to any one who has known the steady subconscious as well as conscious outpouring of nervous energy which a devoted teacher gives to her class. Longer summer holidays are important if thru travel and new impressions a refreshed mind and a contagious spirit be retained in the class room. We should not cease to urge all possible means toward giving the best possible conditions to our teachers and schools. No other force in the lives of our children, with the exception of the home which too often fails, wields a stronger influence than the school.

Recently I heard a noted educator say that until modern education is able, by some method yet unknown, to guide scientifically the emotional life of the child, it must fail in its effort to teach the individual how to reach his highest possible development. The education of the emotional life of the child is as yet untouched, he said, and added that the strongest force at present in this education is that which is given to the child thru the literary images conveyed to him thru the book. Teacher and librarian have recognized the great importance of this work, and are laboring hand in hand, but the recognition must come from others also.

Comparisons along this line are fairly common and usually accepted. What are some of the contrasts in the work of the two professions? In the line of preparation today the requirements for a librarian are equal to those of the teacher. The teacher must have her college or normal school degree—according to her type of work, the librarian must have this and in addition her year of technical training. The teacher works with a definite fixed group of certain age, the librarian with the entire community and with every age. The teacher concentrates upon one or two departments of the curriculum, the librarian must be alert upon every subject from potatoes to oriental rugs, from Beatrix Potter to Einstein. One prepares her outlines and lessons; the other pursues a constant study of published material, separating the chaff from the grain, and forever balancing her collections with her needs. She is studying a definite program for widening her chance for service. She is keeping her reference shelves alive and useful.

The teacher is handling the problem of discipline in class room and school, the librarian is keeping her house in order, and, an actual housekeeper, is fighting the problem of dust and decay and oiling actually and metaphorically

the wheels of her library-home machine. Nor is there much to reveal to a busy librarian in ordinary methods of discipline. The teacher is overladen with school activities outside of the curriculum, the librarian is planning club programs and meetings, co-operating with churches, theatres, schools and all of the other community activities. The pedagogical methods necessary on one hand, must be balanced on the other by the many details of management which must be co-ordinated in the librarian's routine. The technical knowledge of classification and cataloging; the library finances, which must show a well planned budget, a clear administration of appropriations, a profitable book purchase department; business methods which must be up-to-date, eliminating unnecessary detail and duplication.

As the teacher must keep herself alert in her work, so must the librarian keep abreast of the times both in professional and lay reading. Her knowledge of current events must range from purely local happenings to matters of international note. While the teacher is ever trying to open new worlds to her pupils, tightening the bonds between them and their ideals, the librarian is doing the same thing as she tries to lead her clientèle beside new pastures; and her work must bring the reader voluntarily. She must advertise her wares and compete with cheap news stands, bargain book sales and circulating libraries—the while she holds steadily to her standards, fighting the cheap and sensational in print and struggling to uphold the best and highest in literature and in life. The element of chance is part of the air she breathes. She must not go to sleep on guard. Opportunity sometimes knocks twice at her door and gives her time to plan ahead for reference and club and debate work, but more often help must be given at once or never.

And like all public servants both librarian and teacher are at the mercy of a public which frequently has a strange likeness to Hugh Walpole's Miss Stiles.

"Were you in distress, she would love you, cherish you, never abandon you. Were you popular it would worry her terribly. . . . always as it were she would restore the proper balance of the world, to pull down the mighty from their high places—to lift the humble, that they in their turn might be pulled down."

Where does the work of the teacher stop and the work of the librarian begin? We cannot tell. We must move forward together—the fruit of our labors rarely glimpsed. "Near relatives and competitors"—neither of us the fellow with the easy job.

# The Book and the High School Student\*

By STELLA ELIZABETH WHITTAKER

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IT is the testimony that all achievement in art, letters, science, mechanics and music was not only made possible but even compelled by the Fall. It was Eve's dominating desire for self-expression which compelled her to eat the apple and the inheritance of all the sons and daughters of Eve from the time that the gate closed upon her until the present time is that same dominating desire to express themselves in experience and achievement or to do it thru the experience and achievement of others, for if a man has not the creative genius, he may so immerse himself in the creations of those more fortunate than himself in the power of expression that his soul is set free to climb the heights where it may feed and quench its thirst on the ambrosia and nectar of the immortals in self expression. It is in this way that books function in our lives when they weave into the drab fabric of our thought the beauty and glory which we have missed. It is this thought which Barrie so tenderly expressed in his "Kiss for Cinderella." To be able to use books effectively is the kind of knowledge which it is the function of the high school librarian to impart. Her clientèle is a select company. It is at that peculiar age known as adolescence when "the child has reached the parting of the ways and when, among barbarous tribes the boy is instructed in the sacred rites and launched into conscious manhood. What the chief of the tribe does for the boy, the high school librarian must do for her clientèle."

It is her opportunity, her duty and her high privilege to catch the adolescent mind thru reading and lead it into life's holy of holies. At this peculiar age, all the unit characteristics become pronounced and for that reason, the high school librarian must study the individual boy and the individual girl for there is no average boy, there is no average girl, nor is there an average book to be administered under a given circumstance. Each is an individual; his need is peculiar; it is unique and so the librarian must not only understand the psychology of youth and adolescence, but she must have an inexhaustible, ready sympathy with the student's limitations, his ambitions, his joys and his sorrows, for at adolescence all the emotions are

keen and intense. Nothing which interests and attracts the student reader should be trivial to the high school librarian. She must be resourceful and quick to turn a situation or an interest into the channel leading to the book which contains the revelation best adapted to meet the need of the student reader under the particular circumstances. And so I claim that the study of the individual is fundamental if our boys and girls are to acquire that habit of reading, that taste for right literature which will satisfy their innate desire for self-expression. To be able to use books effectively, to know where to find exact information when it is needed and which is acquired from familiarity with reference books and the use of books as sources, is of infinitely more value than to know a few text-books from cover to cover. The place in which to acquire such an acquaintance with books, is the high school library and the time is the high school age. If I could mold the taste and habit of reading of the boys and girls of the high school age in this country, I should not need to ask who would rule the nation. How should I mold it? In as many ways as there are individuals, but there would be certain general tools which I would use in the work. May I speak briefly of some of the tools and methods which are employed in our own library and with our own young people?

The desire for activity mingled with a love of fun and mischief is the dominant characteristic of early adolescence in the boy; romantic tastes and the sentimental frame of mind characterize the girl of that age. This is especially true of girls who have no brothers near them in age. For the gratification of the tastes of the adolescent boy, there is a case filled with carefully chosen books of adventure with here and there a handy-book for those who are trying to express themselves by making things. On one side of this case is a case of books of travel; on the other a goodly collection of books on vocations. The transfer of interest from the books of adventure to the books of travel is as inevitable as it is unconscious. On the other hand, the free use of the handy-books opens the way for interest in the books on vocations. Among these latter books, last September, I placed "Analyzing Character" by Blackford but was half skeptical of its being read. To my surprise and gratification I soon found it on a near-by table. It had been tasted. I put it back on the shelves to in-

\* Extract from a paper read at the joint meeting of the Massachusetts Library Club, the Rhode Island Library Association and the Connecticut Library Club held in Providence, January 25.

crease desire and to see if it had tasted good. The following day it was again on the table at the close of school. This was repeated daily for two weeks. Then a request came to have the book charged so that the girl who had begun it might finish reading it at home, and since October, it has been one of our most read books. The reading of the books on vocations frequently brings a pupil to me to talk over his possible future. I try to lead him to search himself for evidences of abilities and aptitudes which in later conferences enables us to come to some intelligent decision as to what course of education he should pursue in order to fit himself for that work. The girl whose interest may have been caught by fiction which supplies the romance for which she craves and who already has many castles in Spain both in ruins and in process of construction, is led by a little tactful suggestion to the reading of fiction which has an historical background and the reading of poetry and the biography of persons whose names have become familiar to her thru her other reading. She finds interest and stimulation in the biography of Florence Nightingale, that of Alice Freeman Palmer, in "Twenty Years at Hull House," "The Story of My Life," by Helen Keller, and many other similar biographies just as the boy who likes to do things with his hands reads with keen interest "Lives of Great Inventors," those of Thomas A. Edison, Henry Ford, and others, while the boy who loves adventures likes equally to sail in "Lost Ships and Lonely Seas," or to go "Vagabonding Down the Andes," or to explore "Nearest the Pole" and to go soldiering "With the Rough Riders" or with U. S. Grant or Pershing or Roosevelt the soldier or to range the west with him as the ranchman. The reading and enjoyment of biography inevitably becomes a habit.

One means by which interest in books and the taste for reading is stimulated is a course of lessons in the use of books and other facilities for acquiring knowledge which are found in a library. This course is given to the freshman in their first semester. In the beginning they are given a directory to the library so that they will be able to go to the shelves and easily and unaided find the book needed. In discussing the arrangement of the books with them, it is easy to comment on some particular books in the different cases to which I wish their attention to be called, as Johnson's "Life of the Romans," "The Unwilling Vestal" and "A Friend of Caesar" for both the Latin and the history classes, or the books on art, or astronomy, or botany, etc. When the class is being taught which are the best year books and why and how to use each, I always read to them some of the

subjects found in the index to illustrate the scope of the information to be found in that year book, and I include in the B's of the World Almanac, Babe Ruth's record. When discussing Who's Who, they look up such persons as Henry Ford, some one of their own state or city officials and prominent people of the city with whose names, at least, they are familiar. Year-books are always a popular subject in these classes. When the course is finished, they are given a comprehensive problem two questions of which necessitate the intelligent use of the card catalog at the Providence Public Library and so the connection is made between the small school library and the large city library. This usually results in the pupil's asking me for a card of recommendation so that he may secure the immediate privilege of drawing books from the city library.

To introduce boys and girls of high school age to the pleasures of reading poetry is often a joy-filled experience. Of the many methods of procedure I must speak of but two or three. In the first place, I always introduced the young folk to poetry of rhyme and perceptible metrical structure first, reserving Amy Lowell, Ezra Pound or T. S. Eliot until taste and habit have been formed and established. If possible, I read poems from some of the more modern poets in which there is the appeal of action or sentiment for the adolescent, and this never fails to win even the most indifferent. In passing, let me say that last year sixty-two per cent of all the books drawn from our library for voluntary home reading—not for assigned reading—were poetry and biography. I keep careful statistics of the number of readers for each book taken for home reading and find that the average is three. As the average number of such books drawn per week last year for home reading was 294, one can rejoice in the number of persons who were enjoying poetry and biography. Often in returning an overdue book, a boy or girl, explains that his grandmother, or father, or neighbor, or brother, or "a friend of my brother who works in the same office" or shop wished to read the book too and could not finish it sooner. No hesitation or objection to paying the overdue fine is ever offered, for, as a girl explained a few days ago when I expressed regret that she must pay an overdue fine of eighty-six cents on a certain volume of biography, "The book was so interesting that some of my friends in Woonsocket wanted to read it and we are glad to pay the fine. It was worth it."

Another method by which interest in poetry, essays and other forms of literature is stimulated is one which, doubtless, many other librarians use. With the appearance of the first leaf and

bud in the spring, I search the country for interesting promises and finding them, I dig up the clods of promise, place them in low bowls on my desk where with sunlight and an abundance of water they develop under the eager eyes of the pupils. As soon as I can determine what the growing plant is, I put on a standard beside the bowl a card bearing the common and the botanical name of the plant followed if possible by a quotation alluding to this plant or flower and give the author's name. This, with but one exception, has been followed by a demand for the works of that author by a large number of the pupils. This has been true of Shelley, Browning, Bryant, Wordsworth and many others. At one time last spring, twenty-one different plants were growing and blooming on my desk and one real strawberry grew to a considerable size. Over them hovered the interested, eager young people unconsciously learning something of botany, which is not taught in the school, as well as satisfying their souls in these expressions of beauty. To my surprise this appeal seems to have been more strongly felt by the boys who are sometimes mute with their emotion. To them the quotation is a life-line and I see them searching the cases for the author and the particular poem or essay from which the quotation was taken.

Many an unforgettable experience is interwoven with the flowering plants on the desk. As the bell rang at the close of a period one day last spring, a senior boy lingered at the desk apparently to enjoy the flowers. He is one of those boys who, as he told me later, had had no interest in school or education, and whose sole ambition had been to make the teams in athletics. As the last pupil passed, he looked up squarely into my eyes and said with a manly frankness, "Miss Whittaker, I have never taken a girl to the theatre or anywhere else. I want to take a young lady to the theatre next week and I want to do it right. Will you tell me how? I don't know which ought to precede the other down the aisle or go into the seat first and I don't know, when I take her home whether I ought to go into the house. Will you tell me?" We talked it over and I gave him the necessary information. Then I asked if he had read a little book in case 18 entitled "The Charm of Fine Manners" and told him that I thought it would be both enjoyable reading and a help in solving many of his social problems. He took the book home, read it, and in returning it, expressed pleasure and gratitude that he had had the privilege of reading it. That was the first book that he had ever drawn from a library but from that time until he graduated in June, he used the library often in school hours and drew books

regularly for home reading. The climax of this experience was reached when, about two weeks before commencement, he came to me and asked if I thought it would be possible for him to get into college. "I have never cared for education nor to go to college until lately," he said, "and now I'm afraid it's too late for I cannot afford another year for preparation." He is in college and, as he told me when he came home for vacation, he is "making good." The flower bordered path led to the book; the stimulation found in the book led to further reading and the desire for self-expression broke down all barriers leaving his spirit free to shape for itself a new future.

The motion pictures are enlisted in the service of the library. When a picture which has been filmed from some good book is advertised, I take pains to speak of it in advance and to tell the pupils of the book which furnished the basis for the film. The result is a demand for the book either before or after pupils have seen the picture. If they enjoy the picture, they are quite certain to read not only the book from which it was made but also others by the same author. Such was the case when "The Last of the Mohicans" was shown in the city two years ago. I saw it the first day that the picture was shown and altho the more sensational features of the story were stressed and incidents of greater dramatic possibilities were suppressed, the picture was worth while. I recommended it and an epidemic of reading Cooper followed. On another occasion pupils from two classes that were studying "Evangeline" at that time, came to me and asked if I knew that an Evangeline picture was to be shown that week and if it would not be advisable for those classes to see the picture? I replied that I did not know but if they would wait until next day, I would see the picture and tell them whether or not it was worth while. On the way home from school, I saw the picture which was inartistic and not worthy of the poem. I stayed to see the other pictures on the program. They were pernicious—abominable. The following morning I told them that while there was nothing bad about the Evangeline film, it was inartistic and did not do justice to the beautiful story, that I was confident that sometime it would be filmed worthily and that I felt that the admission price was wasted. I said nothing at all about the other two films and not a pupil went to see Evangeline. Dumas has been a popular author ever since "The Three Musketeers" was produced in the city. All roads lead to the book and in the book the pupil may come to a realization of himself.

One more illustration of the means employed to interest pupils in reading. Last February I saw the announcement that Mr. Edwin Slosson would lecture on the evening of March 2d at the University and that the public was invited—admission free. I announced the fact to the pupils who chanced to use the library thruout the day and told them of "Creative Chemistry" in the science case which was written by the lecturer. I advised them not only to hear Mr. Slosson but, if possible, to read his book before they listened to the lecture. There was an immediate demand for the book. The first request came from a boy who was reputed to be deficient in normal endowment. He took the book home at the close of school each night until he had finished reading it. Other boys who wanted it were never able to be first to claim the book. I got a second copy and it was never on the shelves. When the evening of the lecture arrived, I was unable to attend as I had planned. The following day I heard many enthusiastic reports from the eight boys who had attended the lecture but the boy who was not expected to understand or appreciate the subject, came to me first and said almost sorrowfully, "You didn't hear the lecture, did you? I looked for you and was sorry that you were missing it." I replied that I should be very glad to have him tell me about the lecture the first day that I was free to hear him. A week later he came to the library after school, sat down and waited until the last pupil's need had been met and we were alone. Then he came to the desk and said, "I have come to tell you." His eyes were shining with interest and pleasure as he sat beside me in a chair which I had proffered him. He talked steadily three-quarters of an hour, telling me practically everything the lecturer had said; describing the experiments performed and even telling humorous stories which Mr. Slosson had used to illustrate his points. I thoroly enjoyed the recital and own myself a debtor to the boy. He read chemistry and related subjects during the remainder of the year, and even performed successfully, at home, some simple experiments. He is not in school this year. I do not know where he is but I do know that he had found a universe, a means of self-expression and his life will always be the richer for that experience.

The most vital question in modern education is how to use leisure hours. It is the function of the school librarian so to train the young people who constitute her clientèle, that they will be wisely self-directing in choosing what is worthy to fill their leisure. At this moment the vision comes before me of a fair haired little

lad, not yet fourteen years of age, with a volume of biography or travel tightly clasped to his breast, wholly intent on finding a seat where he can lose himself in his book. He is unconscious of his surroundings; his soul is a tip-toe on the threshold of that other world into which he will enter through the portal of the book. Alho he comes from a home of culture and refinement, he made such a record for mischievousness and naughtiness in the grades that I dreaded his advent into the library. His first visit made me realize that there was something of truth in the reports which had preceded him. At his second visit, my first impression was strengthened and so I asked him not to come again until he felt that he needed something which the library could give and until he could show his appreciation by his conduct. When he did return, his conduct was all that could be desired. I suggested to him two or three books on the West—*The Rocky Mountain Wonderland*, "Through Glacial Park," "The West Through a Car Window," and "Some Strange Corners in Our Own Country"—I had learned that his brother was about to go to Colorado to live. Thru this appeal, he acquired a taste for travel books and read so many that it seemed best to divert him. Accordingly I told him something of "Boots and Saddles" and "On the Plains with Custer," both of which he read with real enthusiasm and asked for more biography. I gave him "The Americanization of Edward Bok" in which he delighted. Now he is reading Hagedorn's "Life of Roosevelt." He comes to the library at every opportunity, selects some book of travel or biography and, as I said, clasping it tightly to his breast, quietly finds a seat, and, all unconscious of his surroundings, slips away to other lands or shares the lives and experiences of men with whom it is his privilege to walk hand in hand. His conduct has improved in his classes and when he found that his teacher of Latin thought that his use of the library was what interfered with his success in that subject, he said, "I'll show her that it isn't, for the library is the best thing that I ever had." He has found a new universe; it is his—the gift of the high school library.

The fifth revision of the list of "A Thousand of the Best Novels," compiled by the Newark Public Library, is now in press. Libraries wishing to order copies in lots of one hundred or more may have them at considerably reduced cost if ordered while the type is still standing, i. e. before March 1st. The earlier orders are received, the better the price to be got from the printer. Early orders will be filled at the rate of \$9 a hundred. Single copies are 15 cents.

# State Institute for Library Science in Russia\*

NEARLY ten years ago, that is to say on April 20th, 1913, the Shaniavsky University in Moscow offered the first library science courses to be given in Russia,\* and in so doing laid the foundation for the present State Institute for Library science.

The establishment of the first library courses was in itself an event because the reactionary Government of those days did not encourage libraries and would not permit library courses; but the Shaniavsky University by reason of its peculiar statutes could give courses without the special permission which was obligatory for all other institutions. The necessary funds were furnished as a protest against the government's reactionary attitude by a wealthy donor, who renewed his gift for three successive years. The library science courses given by a group of progressive teachers met with enthusiastic reception and were well attended, while in the Douma the leader of the extreme right asked how the Government could tolerate library courses which inevitably were paving the way for a revolution. During the next five years following the attendance continued as it had begun, the class rooms being overcrowded every spring with students coming from far and wide to take these courses which were at that time the only courses of the kind in the country. In 1917 elementary

library courses were organized in many places and the Shaniavsky University founded a library school with a one-year course for public librarians and a separate one-year course designed especially for university librarians, the spring courses being given as before. Between 1913 and 1920 over two thousand students registered for these courses and a flourishing library division consisting of the library school, a special professional library collection and a library museum were established.

In 1920 the University was closed and its different departments taken over by other universities. After considerable efforts we secured the establishment of the former library division as a separate institution under the name of the State Institute for Library Science.

The Institute continues the advanced library courses and conducts also special seminars—last year a six months' seminar on cataloging and this year one on library statistics. The library museum is open to the public from 11 to 7 o'clock daily and people come here for study on a wide range of library topics. Information and consultation are given also by correspondence, and often groups of librarians or students of provincial library courses come to see its collections.

The Russian Library Association which was founded by the initiative of the library class of 1915 resolved in 1921 to suspend work tem-

\* See "Russian Libraries" in the LIBRARY JOURNAL for March 1915.



EXHIBIT OF MATERIAL SENT BY AMERICAN LIBRARIES AND FIRMS FOR THE STUDENTS OF THE STATE INSTITUTE FOR LIBRARY SCIENCE

porarily and deposited its archives with the Institute. The Institute then added to its functions one which had up to that time been fulfilled by the Association, namely the holding of a monthly public meeting with addresses on library topics. These meetings have been well attended, and many interesting papers have been read and discussed during recent months, especially since we have again come into touch with foreign countries. In connection with some of the meetings special exhibitions were displayed in the library museum. The accompanying picture shows the exhibit of recent American library literature kindly sent by our overseas friends, which is a valuable contribution toward our future development.

In October the Institute took part in the first library convocation for the city and government of Moscow at which the attendance was five hundred. The all-Russian library convention planned for last fall was postponed for lack of funds.

One more feature. The new library literature received inspired us to start in August a Committee on Scholarly Research in Library Science, composed of leading librarians of this city. Three sections are already at work, meeting every week. The cataloging section is working out a national code of cataloging rules co-ordinated with the A. L. A. code. The statistical section has already prepared for a manual on library statistics and several interesting diagrams. The historical section has planned to celebrate the close of the first decade by compiling a survey of library training facilities in this country, a directory of libraries in Moscow with historical sketches, and several monographs. Furthermore, the Institute has compiled an annotated catalog of Russian library literature of 1917-1922 and has done some preliminary work toward other studies.

The development of the Institute would be much more intensive, but for the lack of means. Its present budget is very small—in exchange value not wholly one hundred dollars a month, which reduces to lilliputian proportions every item including personal salaries, now ranging between three and five dollars a month. All the more, therefore, do we appreciate the sympathy of our American friends, who have pledged their aid to the development of libraries and who help us to a great extent by sending us library materials which are our working tools. In again expressing thanks on behalf of the Institute and of myself, I beg for even further expression of sympathy and urge our friends to send as much library material (of 1917-date) as they can afford. We beg them not to feel that we can't swallow it in great quantity, for

tho we have of necessity moderated our physical appetites, our appetites for mental food are giantlike.

L. HAFFKIN HAMBURGER, *Principal,*  
*State Institute for Library Science.*  
*Meons Place, form. Shaniavsky University.*  
*Moscow, Russia.*

## Story Programs for Washington's Birthday and Religious Book Week

THE following programs, compiled by Clara May Barnes for the *Wisconsin Library Bulletin*, are here given as especially suitable for the latter part of February and the first half of March when Washington's birthday and Religious Book Week are being celebrated in the library.

### WASHINGTON PROGRAM

Betsy Brandon's guest.

St. Nicholas, v. 34, pt. 1, p. 301-2.

The little fifer.

Dickinson. Children's book of patriotic stories: Spirit of '76.

Betty's ride.

Dickinson. Children's book.

### ADDITIONAL WASHINGTON STORIES

Tony's birthday and George Washington's.

Her punishment.

Dickinson. Children's book.

Incident of Washington's night on the island.

Thayer. From farm house to the White House, p. 184-91.

### RELIGIOUS BOOK WEEK

Story of Joseph.

Bible, Genesis 37, 39-45, 46:29-30.

Outline: The young lad, Joseph, and his dreams—the coat of many colors—Joseph goes on an errand to his brothers—sold into Egypt—Joseph, in prison, interprets dreams—Pharaoh's dream—the famine—Joseph's brothers go to Egypt to buy corn—The second journey, with Benjamin—Joseph's cup found in Benjamin's sack—Judah's eloquent intercession—Joseph makes himself known to his brothers—the meeting of Joseph and his father, Jacob.

Story of David.

Bible, 1 Samuel 16

Outline: The visit of Samuel and the anointing of David, the shepherd boy—David visits his brothers in the army—David and the giant, Goliath—the victory of the Hebrew army—David plays before Saul—the love of David and Jonathan—David's life as an outlaw—David becomes king.

The story of the Bible, by Foster, and other versions of the Bible stories may be used to supplement the Bible text for this and the story of Joseph.

The extent to which a library is well used is a significant test of our whole educational activity in the school.—McMurray.

# Motion Pictures for Religious Book Week

PREPARED BY THE NATIONAL COMMITTEE FOR BETTER FILMS

**T**HIS list comprises motion pictures available for non-theatrical use only, for theatrical use only, or for either.

While the National Board of Review (whose selections of good entertainment films the National Committee accepts) does not as a rule officially review non-theatrical films as it does those produced for commercial entertainment, it does issue information regarding them in order to promote their use.

The type of Bible film which the National Committee is glad to support is exemplified in the Old Testament series distributed by the National Non-Theatrical Motion Pictures, Inc., and it is largely because of its present availability for churches in the United States that the National Committee feels it worth while to offer this list and give it wide circulation. Many of the Bible pictures previously made have been more or less unsatisfactory, and while the National Committee considers the use of any Bible or religious films a step in the right direction, it is most anxious that this remarkable series become known. Various chapters of the series have been viewed with enthusiastic approval by certain of the Committee's own members, and the series bears the endorsement, as to both pictures and titling, of many prominent ministers, priests and rabbis who have carefully studied these films.

In the case of pictures held by commercial distributors which are available only to theatres (where there is a theatre in the community), it is recommended that the church co-operate with some theatre in their exhibition, arranging perhaps for the pictures to be given in the theatre under church auspices, and in any event urging the congregation to attend.

A similar procedure may be followed in regard to non-theatrical films where the church lacks motion picture equipment, the church itself renting the films and arranging for the use of the theatre for the occasion.

Future motion picture productions in the religious field will be currently reported in the National Committee's publication, *Film Progress*.\*

\* *Film Progress*, a membership publication of the National Committee for Better Films, reports currently any new productions in the field of religious motion pictures, also instances of the successful use of motion pictures under church auspices. Other pictures of religious or high ethical value are listed in the Committee's Photoplay Guide (a list of selected "family" films with designation of special suitability for young people). These, with *Exceptional Photoplays* (critical reviews of the finer productions) are supplied monthly (and, so far as available, from the first of the year) to those joining the National Committee as Associate or Co-operating members.

The National Non-Theatrical Motion Pictures, Inc., 130 West 46th St., New York City, serves non-theatrical exhibitors exclusively. All of their releases are made specially for churches, schools and community organizations. Following are some of their subjects that fit in particularly with Religious Book Week showings. Wherever these films are shown, they will undoubtedly revive interest in religious books on kindred subjects.

THE HOLY BIBLE IN MOTION PICTURES, 52 reels. \$10 per reel.

While 26 reels must be contracted for, the exhibitor may take them one or more at a time over such a period as he may desire. He can use them as he wants them and pay for them as he gets them.

This series of films was produced in the Holy Land by a staff of experts who have made the most magnificent, impressive and authoritative visualization ever attempted on the screen. The titles have been reviewed and endorsed by advisory committees of every denomination. Twenty-six reels are ready, as follows: Creation; Cain and Abel; Noah and the Ark; End of the Deluge; Tower of Babel; Abraham and Sarai; Sodom and Gomorrah; Abraham and Sarah; Isaac and Rebecca; Jacob and Esau; Jacob and Rachel; Jacob and Joseph; The Selling of Joseph; Imprisonment of Joseph; Rehabilitation of Joseph; Joseph the Governor; First Coming of Joseph's Brethren; Second Coming of Joseph's Brethren; Birth and Youth of Moses; Moses, the Young Man; The Miracle of Moses; The Exodus from Egypt; In the Wilderness; The Ten Commandments; Ruth; Solomon.

ESTHER, 7 reels, \$50. A wonderful picturization of Esther and Mordecai.

THE CHRIST CHILD, 6 reels, \$50. Events preceding and including the birth of Christ, and His early childhood.

THE LIFE OF CHRIST, 3 reels, \$25. From the Birth to the Crucifixion.

THE BEACON LIGHT, 2 reels, \$15. A life saver's Christmas tale in which the story of the Nativity is told incidentally.

HOLY NIGHT, 1 reel, \$5.

PASSION OF CHRIST, 1 reel, \$10. From the trial before Pilate to the Crucifixion.

THE HOLY LAND, 1 reel, \$4.

JERUSALEM, THE HOLY CITY, 1 reel, \$4.

LIBERATED JERUSALEM, 1 reel, \$4.

MODERN JERUSALEM, 1 reel, \$4.

THE WAILING WALL, 1 reel, \$4.

SOLOMON'S TEMPLE, 1 reel, \$4.

Of special interest to Protestant churches are the following:

METHODIZED CANNIBALS, 1 reel, \$4. Methodist mission work in the South Seas.

VISION OF A SHEPHERD, 2 reels, \$7.50. A story of a straying sheep brought back to the fold.

HATEFUL GOD, 2 reels, \$7.50. Story teaching that God is God of Love.

GOD AND THE MAN, 6 reels, \$25. From novel of same name on the founding of the Methodist Church.

Of special interest to Catholic churches are:

PILGRIMAGE TO LOURDES, 2 reels, \$7.50.

BORDEAUX TO LOURDES, 1 reel, \$4. Burton Holmes travel picture showing Lourdes and the mute evidence of miraculous cures.

LONELY SOUTH PACIFIC MISSIONS, 1 reel, \$3. Catholic missions in the New Hebrides.

BEAUTY SPOTS IN ITALY, and VATICAN, 1 reel, \$5.  
 GHOSTS OF ROMANCE, 1 reel, \$3. Catholic missions in California.  
 FROM THE TIBER TO THE PIAVE, 1 reel, \$4. Including St. Peter's, Castle of St. Angelo, etc.  
 SOUTHERN ITALY, 1 reel, \$4. Including Corpus Christi procession in Amalfi.  
 BELGIAN SISTERS OF LUZON, 1 reel, \$4. Sisters teaching tiny Filipino girls to make lace.  
 CATCHING UP IN CANTON, 1 reels, \$4. Including "true life" missionary schools for Chinese girls.

Of special interest to Jewish congregations are:

THE MENORAH, 1 reel, \$10. Showing the work of the Federation for the support of the Jewish Charities.  
 PAGEANT OF THE STRONG, 1 reel, \$10. The progress of the Jew thru the ages.  
 PREJUDICE, 6 reels, \$50. Persecution of the Jews in ancient Alexandria and in Russia.  
 I DEFY, 6 reels, \$50. Based on the play of "Uriel d'Acosta."  
 THE WANDERING JEW, 6 reels, \$50. Life of Theodore Herzl.

The Catholic Art Association, 80 Fifth Avenue, New York City offers:

The Blasphemer, 7 reels; The Burning Question, 8; Canonization of Joan of Arc, 3; The Eternal Light, 8; Little Miss Sunshine, 5; The Transgressor, 8; The Victim, 8.

The Community Motion Pictures Service, 26 West 24th Street, New York City, has the following which are one reel each unless otherwise stated; \$4 per reel:

Abraham's Sacrifice; Birth of Our Savior; Blind Bartimaeus; Cain and Abel; The Call of Samuel; David and Saul; Death of Saul; The Double Gift; (The Widow of Zarephthah); From Jericho to Damascus; God is Love (Tolstoi); The Good Samaritan; Herod and The New Born King; His Birthright (Jacob and Esau); Illumination; Immortality (Birth of a Butterfly); Little Miss Japan's Sunday; The Lord Will Provide; A Modern Ruth; My Shepherd; Palestine Pilgrimages; Pharaoh (Israel in Egypt); Pippa Passes (Browning); The Price (Ananias and Sapphira); The Prodigal; The Prodigal Son; Samson and Delilah; Sunday School in Peru; Sunday School in the Philippines; The Vicar of Wakefield (Goldsmith), 4 reels; Who Loseth His Life; The Widow's Mite.

#### MISCELLANEOUS DRAMAS, ETC.

N signifies for non-theatrical exhibition; T, for theatrical exhibition.

In some cases a picture marked simply "T" may be obtained nevertheless for church use according to local conditions. Inquiry must be made of the distributor in each case. Any one desiring to rent from a theatrical distributor may address the home office, who will refer the prospective customer to the nearest branch, from which the print will be sent. Where there are no branches, or "exchanges" as they are called, shipment must be made from the address given.

FROM THE MANGER TO THE CROSS, 7 reels, Life of Christ. Vitagraph Co. of America, 1400 Locust Ave., Brooklyn, N. Y. and exchanges in principal cities. N. T.

PILGRIM'S PROGRESS (John Bunyan), 4, \$17.50. George Kleino, 116 S. Michigan Ave., Chicago, and 145 W. 45th St., N. Y. C. N. T.

SATAN'S SCHEME, 7. "The trail of the serpent" in four of the world's great epochs. New Era Film Co., 804 S. Wabash Ave., Chicago, Ill. N.

THE VOICE OF THE LAND. Geographic series of 1 reel subjects depicting the Holy Land and related to the Bible by subtitles. Including are: Bethlehem, Southern Judea and Egypt, Northern Judea and the Maritime Plain, Jericho and the Jordan, Jerusalem, Shiloh, Samaria and Galilee, Damascus, Lebanon and Mt. Carmel, Tabernacle and Temple. American Releasing Corp., 15 W. 44th St., N. Y. C. T, later N. Inquire also of Geographic Film Co., 71 W. 23rd St., N. Y. C., for non-theatrical use.

THE CHRISTIAN, 9 reels. The conflict of a minister between love and duty. From novel by Hall Caine. Featuring Richard Dix. Goldwyn Pictures Corp., 469 Fifth Ave., N. Y. C., and exchanges. T.

A MAKER OF MEN, 6, \$25. Story of life devoted to Christian ministry, by Rev. James K. Shields. Plymouth Film Corp., 46 W. 24th St., New York. N.

THE MAN WHO PLAYED GOD, 6. Story of redemption thru charity. Featuring George Arliss. United Artists Corp., 729 Seventh Ave., N. Y. C., and exchanges. T.

LES MISERABLES, 8. Victor Hugo's tragedy of Jean Valjean. Featuring William Farnum. Fox Film Corp., 10th Ave. and 55th St., N. Y. C., and exchanges. N. T.

QUO VADIS?, 6. Story of the early Christians, by Henryk Sienkiewicz. Film Booking Offices of America, 723 Seventh Ave., N. Y. C., and exchanges. N. T.

SHADOWS, 7. Conversion of a Chinaman thru the Christian life of a village pastor. From short story by Wilbur Daniel Steele. Featuring Lon Chaney. Al Lichtman Corp., 576 Fifth Ave., N. Y. C., and exchanges. T.

THE SIN THAT WAS HIS, 5. A one-time student priest loses and regains his faith; French-Canadian setting. From novel by Frank L. Packard. Featuring William Faversham. Select Pictures Corp., 729 Seventh Ave., N. Y. C., and exchanges. N. T.

THE SKY PILOT, 7. Drama of a frontier preacher. From story by Ralph Connor. Associated First National Pictures, 6 W. 48th St., N. Y. C. T.

THE INSIDE OF THE CUP, 7 reels. Struggle of a preacher to right social injustices. From novel by Winston Churchill. Famous Players-Lasky Corp., 485 Fifth Ave., N. Y. C., and exchanges. T.

THE MIRACLE MAN, 8. The reformation of crooks thru influence of a blind healer. From story by Frank L. Packard. Featuring Thomas Meighan. (Not available for all localities). Famous Players-Lasky. T.

THE POWER WITHIN, 5. Modern story which parallels the Book of Job. Pathé Exchange, Inc., 35 W. 45th St., N. Y. C., and exchanges. T.

SILAS MARNER, 7. From the novel by George Eliot. Pathé. T.

UNFOLDMENT, 6. The transformation of a newspaper publisher; contains scenes from the life of Christ. Pathé. T.

Some reprints of the Classified Bibliography of Science which appeared in the January 1 LIBRARY JOURNAL remain for sale at 6c. The reprint is in the form of a small pamphlet 7¾" x 4¾".

R. R. BOWKER CO.

# The Chicago Public Library's Semi-Centenary

THE fiftieth anniversary of the opening of the Chicago Public Library was made the occasion of an impressive celebration covering three days, beginning with the official observance on New Year's Day, the actual anniversary. The program of exercises, presided over by the President of the Board of Directors, was made up of addresses by a representative of the Mayor, by President Utley of the A. L. A. and by an interesting group of descendants of members of the first Board of Directors, now prominent citizens in their own right, each of whom contributed reminiscences of the activities and interest of their forbears in the founding of the Library. Senator Medill McCormick, whose grandfather, Joseph Medill, was Mayor and delivered the opening address fifty years ago, responded to the invitation to attend with a stirring telegram from Washington. Chicago's famous poet, Carl Sandburg, gave a reading from his *Chicago Poems*. Librarian Roden reviewed the history of the Library, referring to its inception from a gift of books organized by the literary and social world of London in response to an appeal issued by Thomas Hughes for contributions "toward the formation of a free library in Chicago as a mark of English sympathy, after the great fire of 1871." Among the contributors were Queen Victoria, Gladstone, Disraeli, Tennyson, Carlyle, Spencer, Tyndall and a host of others, most of whom gave autographed copies of their own works.

The second meeting, on Thursday afternoon, took the form of a conference on "Fifty Years of Cultural Progress in Chicago." The program, organized at the invitation of the Library by the Chicago Woman's Club and conducted by the chairman of the library committee of the club, included a group of valuable and scholarly addresses by leading representatives of the several cultural arts in Chicago. Men of such eminence as Lorado Taft, the sculptor; Henry B. Fuller, novelist and critic, Allen B. Pond, architect, President Hutchinson of the Art Institute and the presidents of the two universities were among those who combined in a symposium of retrospect, evaluation and prophecy of the highest dignity and of real significance as a contribution to local cultural history. The meetings were held in the beautiful and imposing G. A. R. Memorial Hall in the public library building. Great public interest was manifested in the exercises and in the event they commemorated. The audiences at both meetings completely filled the hall while many persons were turned away. The newspapers gave the most generous publicity including many and unanimously cordial expressions of regard for the public library. On Saturday morning seven

hundred children were entertained with a splendidly illustrated lecture on old Chicago, followed by a group of stories of local historical import, told by Georgene Faulkner.

An item of interest in the proceedings of the meeting on New Year's Day was the exhibition by one of the speakers of the first charging slip made for a book issued by the Library. The borrower was Thomas Hoyne, president of the original Board of Directors, whose library card was number 3. The book issued to him was "Tom Brown's School Days," by Thomas Hughes, whose benevolent efforts were mainly instrumental in founding the library. The slip was dated May first, 1874, the day on which circulation of books was begun, and was made out and initialled "W. F. P." in the familiarly illegible handwriting of Chicago's first librarian, the celebrated William F. Poole. Mr. Maclay Hoyne, grandson of the first president and first patron of the library turned the slip over for preservation among the library archives.

Apart from its sentimental interest, the celebration proved eminently successful and distinctly 'worth while' as a measure of library advertising. Chicago emphatically echoes the opinion expressed by Mr. Ranck after a similar celebration at Grand Rapids that the opportunities presented by such anniversaries in local library history should by all means be improved if only for the unusual possibilities they offer for directing public attention to, and thus securing much favorable publicity for, the public library.

C. B. R.

## More Friends of Reading

A second "Friends of Reading" group is proposed, this time in Missouri by Willis H. Kerr, librarian of the Kellogg library, Kansas State Normal School, Emporia, who has sent to 250 school men and women in the State the following message:

Dear friend:

I have an idea that Kansas school men and women ought to read more. Not only the best professional books but a lot of good things in literature and science and art and philosophy and affairs.

Would you join a club of Kansas Friends of Reading? Here's the idea: (1) About twice a year, a list of thirty or forty books, obtainable at your library or by purchase or possibly from one of the state institutions, from which you would select your reading. (2) Interesting notes about the books or their authors or their subjects to be sent occasionally to the Friends of Reading. (3) At least once a year, a Convocation of the Friends of Reading, at Emporia, in Kellogg Library, at which we will all talk about what we have read, with perhaps a speaker or a writer to give us some high points. Not all "shop."

Sounds good to me. The idea is not original with me. But write me what you will do about it.

# A School Library Exhibit

**A**N interesting School Library exhibit was assembled in the library of the State Teachers College, Cape Girardeau, Mo., for the annual fall meeting of the Southeast Missouri Teachers Association. The suggestions given by the librarian and her assistants were worked out in detail by the faculty of the Training School and the several professors of the College whose work was represented. The purpose of the exhibit was to stimulate and encourage the organization and administration of school libraries, and to show the value and relation of the library to the various departments of the school, while at the same time giving suggestions to the teachers of the district, as to the most up-to-date methods of teaching, books to be used, etc.

In the Primary Department were shown illustrated children's books, best texts, books for the teacher, aids in story-telling, industrial exhibits and other visual material. Pictures with suggested methods of caring for them; the use to be made of pictures found on magazine covers, advertisements or discarded text-books; and the projectoscope suggesting the means of using pictures to the best advantage, were interesting features in this display.

The intermediate department took up the work and showed it carried on similarly. Here were shown copies of the best text-books for these grades, as well as books for supplementary reading in good editions covering every phase of work and recreation. Flanking these were the industrial exhibits, showing the process of manufacture of various products from the raw stage to the marketable article. Various aids and devices supplementing these welded the exhibit so that it stood as an epitome of everything a fully organized intermediate department would need.

The relation of the library to the high school was worked out in a more organized way. In English three type studies as found in "Ivanhoe," "Julius Caesar" and "Tale of Two Cities" were taken up. Bibliographies, outlines and pictures co-ordinating and humanizing each type were shown. The strictly English work was supplemented by helps and suggestions for high school debates and dramatics, also plans for the observing of "Better Speech Week."

For history, text and reference works were suggested. The function of pictures and maps in high schools was shown in relation to texts, collateral reading and reference work. Pamphlets, magazines and government documents were a valuable part of the exhibit for agricultural



IN THE SOUTHEAST CORNER A VICTROLA AND PIANO SUPPLEMENTED EXHIBITS OF BOOKS, PAMPHLETS AND PICTURES

reading. Perhaps one of the chief features of the high school exhibit was the silent plea for illustrated books for required reading.

The Rural School was perhaps more stressed than any one other department, the entire magazine room being taken up with a well organized and helpful display, consisting of books, pamphlets, pictures and equipment suitable for the rural school. Here were also shown two traveling libraries: one, a specimen of the library sent out by the College to the Demonstration Schools, the other, from the Missouri Library Commission, with a sign indicating that a similar library might be borrowed by any rural school teacher making application for it.

Paralleling the exhibits in the Secondary department were supplementary exhibits in manual training, home economics, nature study, commercial work and fine and industrial arts. The art work was carried thru all grades by means of texts, references and outlines for study. Catalogs, prints, and free material as well as displays were sent by many firms dealing in pictures. A splendid assortment of Copley prints recommended for schools, a fine collection of pictures from the Art Appreciation Co. with other pictures loaned for the occasion, added much to the artistic side of the exhibit. While it was not an exhibit of students work, yet to emphasize the value and importance of project teaching, and to stress certain phases of Art, many of the finished projects were shown along with the books or pamphlets on the subject. This added materially to the attractiveness of the display.

A Meissner piano, a Victrola and a Graphophone, with records suitable for schools, demonstrated forcibly and enjoyably the place of music in the curriculum.

Special weeks and days to be observed in



THE SOUTHEAST END OF THE LIBRARY AS AN EXHIBITION-ROOM

schools thruout the year were featured. Here were shown beautiful posters, books and Magazines emphasizing Children's Book Week, Physical Culture Week and the several holidays.

Welding the various displays into a unified whole was the exhibit called "Library Aids for Teachers." Methods of cataloging, classification, etc., were shown by means of giant cards and notices, methods of filing, and ways of caring for pictures, pamphlets and clippings were made plain. Suggestions for the mending of books with all necessary supplies were also featured. Catalogs of the dealers in library supplies were to be had for the taking, as well as samples of inexpensive library helps of use to the teacher in caring for a school library.

Perhaps the part of the exhibit which proved of most help to the teachers was that of the free material. Several tables were covered with a choice collection of catalogs and advertising matter for illustrative work in schools, pamphlets, maps, "travel folders," commercial exhibits, with their descriptive literature, and the collection of Government documents for small libraries, all of which could be had for the asking. Following out the idea that people enjoy taking things home with them, there were several tables of free literature for distribution. Reading lists, suggestions for programs, lists of commercial exhibits and of the various free material used in the exhibit with others of value, had been mimeographed and were also distributed.

The exhibit proved a decided success. Teachers found in the exhibit practical help to fit their needs and many got the inspiration for organized libraries.

SADIE T. KENT, *Librarian.*

*State Teachers' College,  
Cape Girardeau, Mo.*

## Religious Book Week in the Library

"THE library" said Rev. G. G. Atkins, pastor of the first Congregational Church in Detroit at the last A. L. A. Conference, "is simply the gathering together of what men know or have thought or have done, made permanent and accessible thru the magic of type and printer's ink. The church is the interpreter of what men have known and thought and done in terms of the unseen and eternal realities. The church, therefore, is constantly falling back upon the library for the material of her message, and the library stands in very great need of the church for the last interpretation of all that the library contains. . . .

"The library can serve the church by putting upon its shelves the kind of books which contribute to the end which the church is seeking. These books do not need to be specially religious or theological or ecclesiastical. Real history, real philosophy, real ethics, real sociology all bear directly upon the church's task. . . .

Among practical ways of helping, suggested by The Religious Book Week Committee are: Arranging in library a shelf or alcove of religious books for display during Religious Book Week and thruout Lent grouping under such headings as: The Newest Religious Books, Social Aspects of Religion, Personal Religious Life, etc. In connection with this display, special book numbers of current religious periodicals, book lists, catalogs, etc. might be shown.

Planning with local booksellers, joint display and advertisement of religious books.

Sending personal letters to ministers' associations meeting in February and to individual ministers, announcing library resources in religious books, calling attention to articles in religious periodicals, enclosing brief list of important new religious books, and suggesting that the library can co-operate with churches the year-round.

Suggesting to local motion picture exhibitors that they feature religious book films during Lent. The film list prepared by National Board of Review of Motion Pictures is given on page 173.

The use of the "Good Books Build Character" poster and of card miniature of poster, printing lists or announcements of religious books on reverse.

# Drama Week in St. Paul

**D**RAMA Week as a national celebration made its initial bow to the public this year in January. If one may gauge the success of a venture by the cordiality of its reception the future of drama week as an annual affair in the St. Paul Public Library is a foregone conclusion.

With the aid of a committee of eight patrons of the library, Miss Owens of the Readers' Aid requisitioned the use of the art exhibition room for the week of January 21-29 and assembled for display about seven hundred books on the theatre and its allied subjects. The book exhibit was supplemented by Mr. Charles Farnham's noteworthy collection of autographed photographs and personal letters from Jenny Lind, Ellen Terry, Julia Marlowe, Henry Irving, Joseph Jefferson, Richard Mansfield and other celebrities.

The dramatic departments of the four high schools sponsored the movement by loaning twenty exceptionally artistic miniature stages and theatres and three plays in manuscript form. From another group were borrowed some very attractive stage costumes planned and made in the art and design classes. A number of our patrons are students at the John Seaman Garns' school of expression and dramatic art in Minneapolis. From members of their play-producing class were borrowed seven stage settings illustrative of scenes taken from the dramas appearing in the "Atlantic Book of Plays," and a member of the executive committee loaned her collection of Punch and Judy dolls to supplement the table exhibit of plays and pageants for children.

A very nice note of harmony, warmth and color was brought to the room thru the use of paisley shawls, lovely bits of pottery, old brass and wrought iron candelabra.

Each afternoon members of the representative clubs of the city acted as hostesses and served tea in the staff lunch room following the informal programs at 4 o'clock arranged for by the executive committee.

On the first day Miss Frances Boardman, the dramatic reviewer for the St. Paul Pioneer Press delighted an audience of about seventy-five with a humorous account of her experiences as interviewer of stage celebrities. On Tuesday Mr. Charles Farnham gave a talk on the theatre and theatregoers in St. Paul previous to 1890. He also touched on the plays and players of note that had appeared before St. Paul audiences of that day and the development of the vogue for amateur theatricals among his contemporaries. On Wednesday and Thurs-

day came two successful productions—a Mother Goose playlet and folk dance by a group of wee students from St. Agatha's conservatory and the "Prologue of Androcles and the Lion" by members of the Central High School Dramatic Club under the direction of Miss Helen Austin. Both productions were very successful.

Mr. Ralph Smalley entertained the group which assembled on Friday with a sketch of the history of stagecraft followed by a brief explanation of the outstanding characteristics of the various periods in the development of the modern stage as demonstrated in the little theatres submitted for exhibition during drama week. Mr. Smalley's talk concluded the program for the week, which formally ended on Sunday afternoon.

The newspapers generally made daily mention of the various activities. Estimating roughly, nine hundred people visited the exhibit during the week.

WEBSTER WHELOCK, *Librarian.*  
*St. Paul Public Library.*

## Salome Cutter Fairchild Memorial

The January number of the *Library School News Letter* issued occasionally by the Alumni Association of the New York State Library School records one hundred and ninety-four life memberships of alumni dating all the way from '88 to '22.

The life membership plan was, at the 1922 meeting of the Association, adopted as a method of raising a fund in honor of Salome Cutler Fairchild, and the committee in charge was authorized "to extend the opportunity to contribute to this fund to all former students and to others."

If there is a sufficient response from North Dakota librarians the State Library Commission, in co-operation with the Agricultural College and other Fargo librarians, will hold a short course in library science in Fargo from March 20th to May 1. Mary E. Downey, secretary of the Commission, will be director.

Consider what you have in the smallest chosen library. A company of the wisest and wittiest men that could be picked out of all civil countries in a thousand years, have set in best order the results of their learning and wisdom.—Emerson.

## WANTED

LIBRARY JOURNAL for October, 1921. Index to LIBRARY JOURNAL, vol. 45, 1920.

# THE LIBRARY JOURNAL

TWICE-A-MONTH

FEBRUARY 15, 1923



THE opening of the new building of the American Academy of Arts and Letters is the happy occasion for a visit to this country from Sir Frederic G. Kenyon, principal librarian of the British Museum and under that title, head of that great institution and of the library profession abroad. He is at once a librarian, a scholar, and a soldier. Coming to the Museum in 1889 in a subordinate position, he earned his way by promotion until, in 1909, he became the successor of Panizzi, Bond and Thompson; as author and editor, he has published many scholarly works; and during the world war he saw service in France. Since the days of Dr. Richard Garnett there has been a very happy touch of international sympathy between the Museum authorities and our own library people, and it is to be regretted that Sir Frederic's brief stay in this country and his rapid itinerary do not permit the wider acquaintance with his American library colleagues which they would cordially desire. He will be received, however, by the head of the American library profession, Dr. Herbert Putnam, at a luncheon at the Round Table in the Library of Congress on Saturday, the 17th, and after returning to New York from his western and southern trip for the opening of the Academy building February 22nd, will depart February 24th on his homeward voyage. We express the regret of the entire profession that Sir Frederic's stay is not longer and that he is, therefore, unable to attend any of the library gatherings which bring together so many members of his own profession.

FEW causes have had anywhere a more devoted pioneer than Mme. Haffkin Hamburger has been for library progress in Russia. For many years Russia had an underground system of libraries by way of revolutionary propaganda, but aside from the great national library at Petrograd and a few other noteworthy collections, library development was barred until in 1913 a library school was organized by Mme. Haffkin Hamburger at the new university, which a rich merchant had endowed in Moscow as a protest against its ancient and reactionary University. The following year Mme. Haffkin Hamburger came to America to learn our methods, was

caught by the war situation and made her difficult way back across the Pacific and by the Trans-Siberian Railway—which some years previously had introduced a remarkable traveling library system. This was, perhaps, the first library missionary tour around the world. Since then the school in the seven years up to 1920 has given more or less library training to two thousand registered students, and when in the latter year the Shaniavsky University came to an end, the Soviet Government authorized the school as a separate institution, the State Institute for Library Science. Thus Mme. Haffkin Hamburger's pluck and persistence have put and kept her at the head of a remarkable forward movement which for the present fulfills the functions of the Russian Library Association, whose activities are temporarily suspended. When some great library develops a Hall of Fame for the profession, Mme Haffkin Hamburger should certainly be honored therein.

TWENTY-FIVE years of good work for the library profession is the record of the H. W. Wilson Co., which completes its quarter century this month. From modest beginnings in his student relations with the University of Minnesota, Mr. Wilson has quietly won his way, adding one good tool to another in the library service to which he dedicated himself from the start, and for each new venture the library profession has been under new indebtedness to him. Mr. Wilson's work has also been that of a pioneer, and the briefest review of bibliographical progress, especially in the relation of library service to the public, in the last quarter century would illustrate the large development there has been in this now comprehensive field. It is interesting to note that Mrs. Wilson, who has been his help-meet in many of his library enterprises, has won her own place as a public-spirited citizen in developing the educational side of political organization, which had fine culmination this very month in the School of Democracy, organized entirely by women, which brought hundreds of women together for the successful week of political education at the remarkable gathering in New York.

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# LIBRARY ORGANIZATIONS

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## SPECIAL LIBRARIES COUNCIL OF PHILADELPHIA AND VICINITY

THE Special Libraries Council held its regular monthly meeting on January 26 in the Chamber of Commerce Building. The meeting was in the form of a question box, and all members were invited to come with their problems. There was much active discussion, and many items of interest were explained.

Mr. Kwapil, librarian of the *Public Ledger* Library, spoke of the Goodman Congressional Index Service, to which the *Ledger Library* has recently subscribed, and invited members of the Council to make use of it.

Questions were asked concerning classification and cataloging of a small theological library; how pamphlets are kept (on shelves, in vertical files or in boxes); best method of cleaning books, by hand or by vacuum, etc.

Dr. Lewis spoke of the progress of the Periodical Committee, urging all those who had not yet done so, to send in their cards.

Miss Keller announced that the Council would take charge of one of the sessions at the joint meeting of the Pennsylvania Library Club and the New Jersey State Library Association at Atlantic City, March 2-3.

HELEN M. RANKIN, *Secretary*.

## NEW YORK SPECIAL LIBRARIES ASSOCIATION

A MEETING of the New York Special Libraries Association was held on Tuesday evening, January 23rd, at Allaires Restaurant, formerly well known as the Scheffel Hall of O. Henry, Richard Harding Davis, and Samuel Hopkins Adams. The well attended meeting was in charge of the Advertising Group and the general theme was library publicity. Rebecca Rankin, President of the National S. L. A., spoke of the forthcoming annual convention for which plans are going forward. The meeting will probably be held at Atlantic City in the third week of May. A cordial invitation to attend is extended to all librarians, members of the A. L. A., etc., who may find it impossible to be present at the Hot Springs Convention in June. Miss Rankin also urged the necessity of sending in the questionnaire recently sent out to all special libraries by the committee on Methods of the National S. L. A.

James S. Martin, of the Foreign Trade Department of the Remington Typewriter Company, spoke interestingly on how to sell the library idea.

Advertising he said, is purely a function of selling.

Sell the idea and the machine goes with it. The whole world today is a selling world. America for one hundred years was interested solely in production, elimination of waste, etc. Production was the sole goal. Selling was left to take care of itself. This interest in production made a fetish of efficiency. America has turned away from that idea. Personality is coming back to its own. Selling, in other words personal salesmanship, is dominant in the world today. The main problem is overcoming retail sales resistance. How shall special libraries go to work to sell the idea of special libraries to corporations, industrial plants, etc.? First, organize strongly, both for promotion of effort and betterment of individual equipment. Second, have grit and determination. Third, celebrate every worthy occasion. Libraries are too gentle and too reluctant to "toot their own horn." Fourth, use personal publicity. Don't tell the firm what excellent books you have, but what you can do to aid the employers, employees and how a special library can help bring in new business. Selling is an exchange of goods when both parties are in the buying and selling mood. Therefore a salesman's job is to bring about a buying mood. Special libraries can induce firms not to spend money uselessly on turnover of personnel, but to use their own employees, and to make their own people fit for the jobs ahead.

MARGARET C. WELLS, *Secretary*.

## CALIFORNIA SCHOOL LIBRARY ASSOCIATION SOUTHERN SECTION

THE Southern Section of the California School Library Association met for its regular semi-annual meeting on December 21st, in Los Angeles, with sixty high and junior high school teacher librarians present.

The reports of the work accomplished by the Association during the past year were most interesting and encouraging.

The "List of Recommended Books for California High Schools" is now complete for circulation in mimeograph form, while the "List of Recommended Books for Junior High Schools" is in the hands of the printer.

Much enthusiasm was shown by the Association in undertaking two new projects, the formation of a recognized basis of library instruction, and the standardization of the physical equipment of the school library. Committees were appointed to study and make recommendations on both of these matters.

The Association was fortunate in having as a dinner guest Reuben Post Halleck, whose impromptu talk was much appreciated.

The speaker of the evening was Bridgetta Clark of the Hollywood Community Theater who spoke entertainingly on the community theater movement in America.

The members present felt that the section is alive to its opportunities and will play a helpful and important part in the development of the school libraries of Southern California.

## CALIFORNIA LIBRARY ASSOCIATION

**D**URING last Fall three districts of the California Library Association held meetings. Each meeting was attended by the State President, Susan T. Smith of the Sacramento Public Library, and the theme of each meeting was that which will pervade all California Library Association activities for the year, namely, the library as a business asset in the community.

## EIGHTH DISTRICT

The Eighth District met in Susanville on October 13th with the District-president, Lenala A. Martin of Lassen County Free Library, presiding. Sarah E. McCardle, librarian of the Fresno County Free Library, gave a most helpful talk on the economic value of the trained librarian, and Mabel Gillis, assistant state librarian, spoke on the problems of the state library as an employment bureau, showing its valuable service as a clearing house for efficient library service. Cornelia D. Provines, of the Sacramento County Free Library, told of her cordial reception at the Olympia meeting of the P. N. L. A. which she attended as the representative of the California County Librarians' Association. Carmelita Duff, librarian of the Plumas County Free Library, outlined the special problems of the isolated library, and Mrs. Julia A. Norwood, superintendent of schools of Lassen County, gave a short talk on what the county library service means to the schools. After a brief business session and luncheon the guests and their hosts motored to Eagle Lake, where, gathered around a bonfire on the shore they heard of the Eagle Lake Irrigation Project and its significance to Lassen County, as presented by Lyle Kimmel, secretary of the Lassen County Chamber of Commerce. The day was made particularly enjoyable by the presence of a number of Association members from other Districts and by the hospitality of the staff of the Lassen County Free Library.

## SECOND DISTRICT

The Second District met at Martinez and Pittsburgh on October 28th, with the District-president, Mrs. Ora M. Regnart of the San Benito County Free Library, in the chair. The meeting opened in the attractive quarters of the Contra Costa County Free Library, in Martinez, and Mrs. Regnart announced that Mrs. Alice G. Whitbeck, the librarian, had arranged a "travelling program" for the pleasure of the guests who had journeyed to her county. Mayor Charles H. Hayden of Martinez, who is also one of the Supervisors of the county, welcomed the guests on behalf of the city and county and spoke of Mrs. Whitbeck's administration as an example of accurate business efficiency, and stated that her systematic reports might well

be used as advertising models in library publicity. A short business meeting followed, after which, as a part of the "travel program," Mrs. Regnart told of the inspiring meeting of the Santa Cruz Teachers' Institute which she had attended, Miss Provines of her pleasant trip to the P. N. L. A. Olympia meeting, Milton J. Ferguson of the first regional meeting of the American Library Association at St. Joseph, Mo. State-President Susan T. Smith spoke of the work of the California Library Association Certification Committee, reporting that altho the committee had been organized but a comparatively short time, over one hundred and fifty certificates had been granted. Margaret Hatch, librarian of the Standard Oil Company in San Francisco, recounted typical experiences of a business librarian, and then the meeting adjourned for a sweeping cross-country drive, passing thru the Shell Oil Company's plant at Martinez and pausing for luncheon at the Los Medanos Hotel in Pittsburgh, charming amid its garden setting and patio. Here the guests were welcomed by County Supervisor W. J. Buchanan and County Superintendent W. H. Hanlon who spoke appreciatively of the value of co-operation between the library and the school. President Smith was the principal speaker at luncheon; she cited this as a unique meeting, in that the County Supervisors and other prominent business men of the county had been with us, and of us, volunteering their services to show us the county, and lunching with us. She said that the library had previously emphasized too much its educational and cultural values, and that now it must add a third aim, namely to give business returns for value received in taxation. The motor journey was continued after luncheon, the guests being shown the many large industrial plants of the county, as well as the Antioch, Concord and Walnut Creek Branches of the Contra Costa County Free Library.

## FOURTH DISTRICT

The Fourth District held its meeting at Hanford on November 24th, presided over by the District President Eleanore Kyle, librarian of Kings County Free Library. President A. E. Horlock of the Chamber of Commerce welcomed the guests and following the usual business session Susan T. Smith opened the program by speaking of the business man's use of the library, citing the increasing number of business libraries and the greater use of business books in public libraries. Edith Newcomet, reference librarian of the Fresno County Library, gave a practical paper on business books, listing and briefly characterizing reliable documents, periodicals and books which she had

used successfully in serving the business man. A general discussion followed. William McKay, district attorney-elect of Kings County, spoke most helpfully of the books which the professional man needs and of those which he likes to read. After luncheon, visits were made to the Hanford Free Public Library, the Kings County Free Library and the High School Library. At the afternoon session Milton J. Ferguson aptly compared the public school system and the public library system, declaring that it should be the aim of the librarians to make the people realize that the public library is just as indispensable to the ordinary citizen as is the public school, and consequently just as worthy of support. He deplored the public attitude which would view the library as an institution to be supported by charity, and he urged adequate taxation for value received as the basis of library appropriations.

HAZEL G. GIBSON, *Secretary-Treasurer*.

#### MARYLAND LIBRARY CONFERENCE

THE annual library conference, conducted by the Public Library Commission in connection with the meeting of the State Teachers' Association, was held in the library of the Western High School, Baltimore, in December.

Mrs. M. A. Newell, Secretary of the Commission, who presided, emphasized the fact that a county library in every county of the state is the goal which Maryland should strive to reach and urged that all the librarians and teachers present work in their own localities toward this end.

Anna A. MacDonald, of the Pennsylvania Library Extension Division, gave some facts which the war has shown regarding the need of public libraries in the country. These facts are of great practical value since they have proven useful in Pennsylvania in arousing sentiment among business men in favor of public libraries.

Lillian Herrera, Augusta Dellone, and Angela Broening, teachers in the Baltimore public schools, told of their experiences with the libraries sent to their schools by the Enoch Pratt Free Library. Miss Herrera showed her method of making the books appeal to the children by mounting the book covers on cardboard.

Other addresses were made by Librarian Bernard C. Steiner of the Enoch Pratt Free Library, Baltimore, Nettie V. Mace, of the Dorchester County Public Library, Miriam Apple, of Hood College Library and Miss Suydam of the Annapolis Library.

#### BRITISH COLUMBIA LIBRARY ASSOCIATION

THE tenth annual conference of the British Columbia Library Association was held in the Provincial Library, Victoria, B. C., on December 28th.

President John Hosie, law and legislative librarian of the Provincial Library, Victoria, reviewed the work of the Executive during the year, and suggested the establishment of a ministry of literature for the Dominion of Canada, for the purpose of encouraging Canadian writers, co-operating with the provincial education departments, administering the Copyright Act and founding and controlling the long-projected national library at Ottawa.

The morning session was devoted to the reception and adoption of reports. The Association went on record in strong protest against the sales tax on books purchased by libraries, and commissioned Mr. John Ridington, Librarian of the University of British Columbia, to present the situation to the Hon. William S. Fielding, Canadian Minister of Finance, and urge the discontinuance of this tax, the imposition of which reduced book appropriations of libraries by a heavy percentage.

The special Committee on School Book Selection reported thru Librarian Helen G. Stewart of the Victoria Public Library. This Committee had been appointed to survey the field of children's literature and grade it for children of various school ages, with the particular object of modifying for Canadian needs the valuable existing lists, prepared by American librarians. Satisfactory progress was reported in this work, and announcement made that on its completion the list would be printed by the Provincial Department of Education, and forwarded by the Library Commission to school principals thruout British Columbia.

The visiting librarians were the guests of those of Victoria, at luncheon, in the private dining-room of Spencer's Restaurant, at noon.

Four addresses were given in the afternoon session. Herbert Killam reported on the library situation in Canada, as it exists in the various provinces at the present time, giving an interesting synopsis of the legislation and the progress of the library movement in each. Following, Dorothy Jefferd in an interesting paper traced the development of the Library of the University of British Columbia from the time of its foundation in 1914, giving particulars of its organization and work, and Helen G. Stewart, chairman of the Provincial Library Commission, gave an interesting account of its work. She told of the difficulties, due to the physical characteristics of the province and its population of less than 600,000, which confronted those who desired co-operation with another town or community possessing library facilities.

"Shack Literature" was the title of John Hosie's address on the type of reading he had found popular in his rambles thru the province, in logging camps and remote isolated com-

munities. He found a universal demand for reading material of any description, and deplored the cheap, trashy and lurid magazines with which, in a large measure, this demand was being met at the present time. The proper satisfaction of these demands constituted, in Mr. Hosie's judgment, one of the most important undertakings of the Library Commission.

At the evening session two principal addresses were given to a crowded and enthusiastic audience by Hon. J. D. Maclean, Minister of Education, and Dr. G. G. Sedgewick, of the Department of English in the University of British Columbia.

Mr. Maclean welcomed the Association on behalf of the government, expressed his warm sympathy with the library movement, and predicted that, as a result of the development of the past three years, British Columbia would, in a short time, have the best library system in Canada. He paid tribute to the librarians and others who were the pioneers in a movement that every month was gaining additional strength, and, so far as the many claims upon the provin-

cial Treasury permitted, assured those present that the library movement would have his official cooperation, as well as his personal support.

Dr. Sedgewick's topic was "Some Thoughts on Victorianism." He stated that, speaking by and large, the present generation was still thinking in terms of 1850, whereas permanent and fundamental changes had taken place which it was the duty of all to recognize and to accept willingly. The character and importance of these changes in temper and outlook, in ideals and governing principles of life, were illustrated by quotations from present and mid-Victorian writers, and by reference to well-known facts in history and public life.

Officers elected for the present year were: Hon. president, Hon. J. D. McLean, Minister of Education, president, John Ridington, librarian of the University of British Columbia, vice-president, Miss Gill, Carnegie Library, Vancouver, B. C., secretary, Dorothy Jefferd, University of British Columbia, treasurer, Miss Green, Public Library, Vancouver, B. C.

JOHN R. RIDINGTON, *President*.

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## CURRENT LITERATURE AND BIBLIOGRAPHY

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The Sioux City (Ia.) Public Library has printed its code of ethics which has been approved by the Library Board of Trustees.

The Library of the Naval War College, Newport, R. I., issues a *Library Bulletin* with a view to making its collection of about 20,000 volumes and 30,000 pamphlets useful to its clientèle. Several officers in Washington and elsewhere have asked to receive the Bulletin which is also being sent to the head of the Naval Mission to Brazil.

Bulletin 13 of the U. S. Office of Indian Affairs Library is a list of Indian and pioneer stories suitable for children comprising about two hundred and fifty titles most of which are briefly annotated either individually or in groups to tell the subject of the publication and the grade or age for which it is most suitable. Publishers and prices are included.

In response to many questions relative to suitable books for the small high school, the Michigan Department of Public Instruction has issued as Bulletin No. 14 a suggestive list of about a thousand volumes entitled "A Library List for High Schools." In addition to the rather closely classified list of books which includes publishers and prices (November, 1922), there are useful sections on magazines for high school

libraries and for teachers, and directories of map, picture and book publishers.

"Educational Books of 1922," an annotated list including about one hundred titles, is one of the Youngstown (Ohio) Public Library's contributions toward meeting the present unusually active demand from teachers for books on problems and methods of school work. The list which was prepared by the Youngstown reference department is being used by seven other cities for distribution to teachers so that the printing expense of each city's share of the edition of 6300 copies is very small. A similar list is planned for publication in January, 1924.

"U. S. Government Documents (federal, state and city)" by J. I. Wyer, being chapter 23 of the A. L. A. Manual of Library Economy, is a consolidation, rewritten and brought to date of Dr. Wyer's "U. S. Government Documents in Small Libraries" editions 3 and 4 of which were issued by the A. L. A. as Library Handbook No. 7, with "Government Documents (state and city)" issued as chapter 23 of the Manual in 1915. "It remains a brief elementary statement of a few essential facts . . . touching the nature, organization and use of American federal, state and city publications and is addressed specially to small and medium sized libraries."

"Music," the catalog of the collection of instrumental and vocal scores in the Chicago Public Library exhibits the results of the Library's policy in the purchase of music during the last seven years. The music section was organized in 1915, the first selections being made, at the invitation of the Library, by a group of eminent Chicago critics, Felix Borowski, Glenn Dillard Gunn and Karleton Hackett. "Upon this foundation the Library has sought to build up a collection of sufficient scope and variety to meet every taste and all degrees of skill in the several branches of musical art, with particular reference however, to the interests of the average amateur." The collection now contains about 7,000 bound volumes and 14,000 pieces of sheet music and additions made from time to time will be listed in the *Book Bulletin* and cumulated later into a supplement to the present catalog which fills 232 attractively printed two-column pages, to which are added a closely classified table of contents and a comprehensive alphabetical index.

The first installment of the "Bibliography of H. G. Wells' 'Outline of History'" compiled by Irene Gentry of the Kansas City (Mo.) Public Library appears in the September-December number of the *Bulletin of Bibliography*, issued January 25.

This bibliography gives an author and title list of references arranged alphabetically by author under the chapter subjects. It was compiled from the original 24-part English edition and additions were made from the one-volume Cassell edition and Macmillan's two-volume edition, references being made to these editions. It is regrettable that publishers' names are not included.

The same number of the *Bulletin* (which by the way is whole number 100) contains the conclusion of Florence C. Bell's "Select List of References on Public International Law," and a bibliography of one-act plays compiled by Lester Raines, assistant professor of public speaking at Iowa State College and formerly director of the Pitt Players of Pittsburgh. The list "is not intended to be select, but complete with the exception of paper-bound plays handled by such play publishers as Samuel French and Walter H. Baker." The number of characters in each play is indicated.

The chief changes made in the eleventh edition of the Decimal Classification are here summarized by its editor, Dorcas Fellows:

"It has from the first been the established policy of the Classification to change no numbers already assigned, without very careful considera-

tion and a resulting conviction that the gain would be sufficient to justify such alteration as might be needed by libraries in work already done. In accordance with this policy only one change was made in the new edition; this was in 060 and its subdivisions, where learned societies and museums had been treated together. At the earnest desire of museum administrators that they have a distinct number on which might be developed a scheme for museum administration, they were given 069, leaving 060-068 to learned societies, and combining with '068 Scandinavian' and 'other' formerly classed in 069. On the new '069 Museums' is given a 13-page expansion covering different phases of museum interests, and mainly the work of a committee of the American Association of Museums, under the chairmanship of Laurence Vail Coleman.

"On '651 Office economy' has been worked out a detailed expansion covering 6 pages, and on 960 an attempt to provide for present divisions of Africa resulted in an expansion covering 15 pages.

"These tables are regarded as merely tentative and are submitted to users in general, for criticism, before being finally accepted, and indexing has been deferred till then.

"A tentative expansion of 658 was prepared for this edition but withdrawn at the last minute for further revision. It is now in the hands of a special committee and as soon as possible will be published as a separate.

"Mistakes on tables and index brought to light since publication of ed. 10, have been corrected, and provision has been made for new topics, so far as could be done without extended expansion of the broader subject.

"The entire introduction has been rewritten, incorporating the supplementary notes for editions 7-9 and bringing the information to date, the principal item being the gift of all D C copyrights to Lake Placid Club Education Foundation (chartered by the University of the State of New York in 1922) under whose auspices future editions of the D C will be published 'on absolute condition that entire receipts above necessary expenses be used forever solely for improving the D C and extending its usefulness, thereby preventing possibility that the work should ever be used as a source of individual or institution profit.' (See LIBRARY JOURNAL for February 1, p. 142).

"A separate section gives the reasons and rules for the simpler spelling used in the introduction and also to a lesser extent in tables and index. To the section on book numbers, at the end of the volume, is added a scheme for authors having special class numbers, illustrated by Shakespeare, Spenser and Milton."

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## IN THE LIBRARY WORLD

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### MASSACHUSETTS

*Somerville.* A committee of citizens of Somerville is seeking subscriptions of \$75,000 to build a memorial to Sam Walter Foss, late librarian of Somerville, to be known as "The House By the Side of the Road," the title of Mr. Foss's best-known poem. The building will have recreational, social and educational features, and will be one of the units of the church centre to be built by the Park Avenue Methodist Episcopal Church. It will be built near the West Somerville Branch Library. More than four hundred students from various denominations who are studying at the Boston University School of Religious Education will use it as a demonstration centre for scientific methods of religious education.

*Boston.* The South End Branch of the Boston Public Library opened for service in the new Municipal Building at the corner of Shawmut Avenue and West Brookline Street on February 1. The entrance to the attractive and commodious quarters in the basement of the building is on West Brookline Street, facing Blackstone Square. The transfer of the Branch from its former home at 397 Shawmut Avenue, the old "Every Day Church" building, was successfully carried out without any break in the work or service to the reading public.

### NEW YORK

*Queens Borough.* "Long Island City Library" was the first name of the Queens Borough Public Library, founded in 1896 thru the efforts of Dr. Walter Frey and Mr. George Clay, who secured a collection of gifts from Mr. William Nelson to use as the nucleus of a free library for the public, says Olive Hamilton Whisenant, chief of the traveling library department, in the January *Bulletin* of the New York Library Club. The Mayor, Horatio Sanford, aided in obtaining a charter and a city appropriation.

Shortly after the forming of Greater New York, when a portion of Queens County became Queens Borough, the Steinway Library and the small libraries which had been developing at Ozone Park, Hollis, Queens, Richmond Hill, and Whitestone, were consolidated with the Long Island City Library and the name changed to "Queens Borough Library." The old Flushing Library, established in 1858 as a subscription library and made free to the public in 1884, was soon after taken into the system, and the library of the Poppenhusen institute was also absorbed. The consolidation was largely made possible by the borough's allotment of 240,000 from the five million dollar gift made by Andrew Carnegie to the City of New York for buildings.

It was planned at first to erect three buildings at \$80,000 each, but it was later decided that eight buildings at \$30,000 each would be preferable. Six of the eight structures were completed by 1907 in Astoria, Flushing, Poppenhusen, Elmhurst, Far Rockaway, and Richmond Hill. Sites were chosen and money granted for their purchase by the City at Long Island City and Jamaica, but the appropriation was later withdrawn. In 1907 the library was made an independent corporation, taking its present name, and making a new contract with the city. Six more branches were added between 1906 and 1911.

The Traveling Library Department was reorganized in 1910. Stations were opened in communities remote from the branches, and three, Manor (now Woodhaven), Ridgewood, and Corona, were so successful that they later became branches. The remaining Carnegie gift money (\$40,000) has been allotted to Woodhaven, and ground has been broken for a building to cost \$75,000, the balance of the cost of construction to be paid by the City. In 1921, \$110,000 was appropriated for a site and building in the Ridgewood section, and selection of the site is now pending.

Twenty-one stations have been established since 1912. Hollis Branch was discontinued as a branch in 1920, at the request of the people, and opened as a station. Administration headquarters were moved to Jamaica in 1908, and money has been granted for the erection of a building to house them and a new branch.

### NEW JERSEY

During 1922, according to the report of the Library Commission just issued, two more county libraries were established in the State by vote of the people, two new township libraries run upon the same plan as a county library, twenty new town libraries and one hundred and ninety-eight new traveling library centers were started, three towns voted tax support to libraries formerly run by subscriptions. Four library classes were held with a total attendance of one hundred and seventy-two. The courses given required a minimum of thirty hours of lectures and thirty hours practice work. There were 43,126 calls for special loans and 2,796 traveling libraries were sent out. Twenty public libraries and eleven high school libraries were aided in reorganization work. All of the State charitable and correctional institutions are required to submit their purchase lists of books to the Public Library Commission for approval. More than eight thousand lists were distributed in the interest of better reading. Four new library

buildings were erected and one hundred and ninety-seven libraries received gifts of over \$100 in books and equipment during the past year. The money appropriated in the State for library purposes has more than doubled since 1917.

*Newark.* After working twelve years in borrowed quarters in the Public Library building, the Newark Museum Association, immediately following the purchase by the city of a \$200,000 site for a building, received the announcement of a gift to be made to the Association in the shape of a building to cost approximately \$500,000, from Louis Bamberger, a charter member and Treasurer of the Association, who has been a resident of Newark for thirty years.

The gift was made with two conditions namely: that the site on which it is built shall be made over by the city to the Museum Association, to remain the property of the Association forever, and that the building plans and operations shall be under the supervision of Mr. Bamberger, who proposes to present to the Museum a building completed, subject of course to the approval of the Association. This gift could hardly be more liberal in its intent, and its conditions promise to facilitate the carrying out of the intent to a happy conclusion.

The Newark Museum has come to be known not only as a museum of fine arts, but primarily as a promoter of the sciences, of applied art in industry, and of technology; in the field of education it has built up a lending collection of objects, pictures and illustrative material for use in the schools having direct bearing on the course of study. This collection now numbers 4,740 items, and from it last year were lent 12,777 objects to teachers.

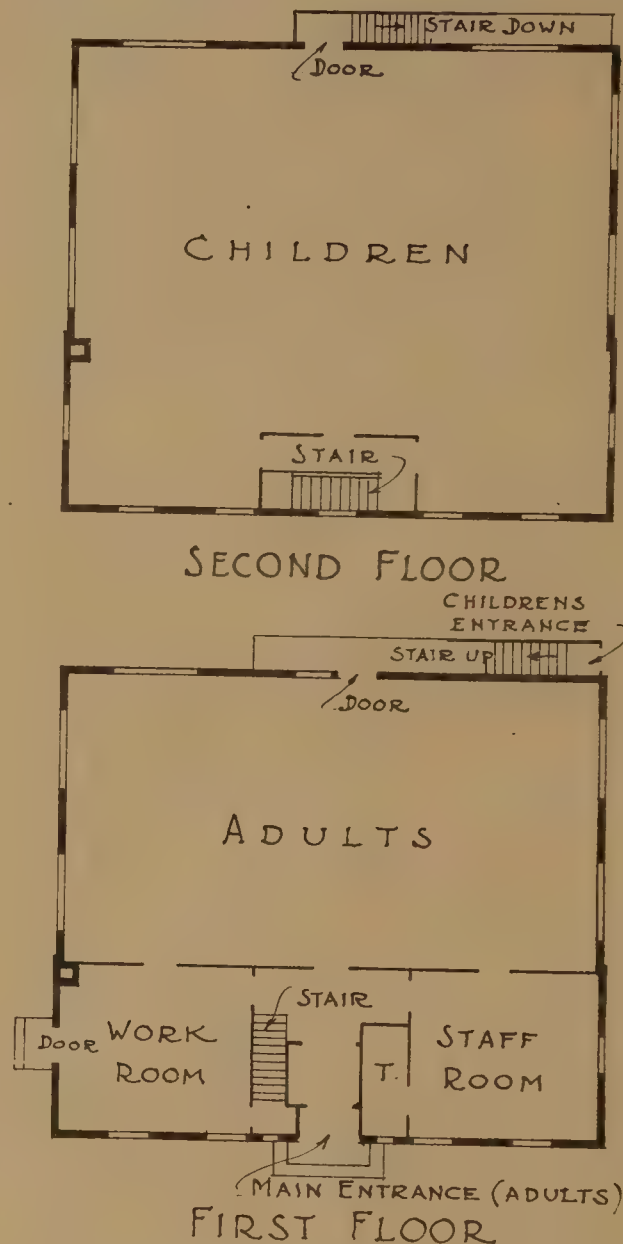
Librarian John Cotton Dana is director and secretary of the Association, and Beatrice Winsor assistant director and assistant secretary, and both are trustees and life members. Plans are under way to raise a general fund of half a million in which will be combined endowment, purchasing and equipment funds.

*Newark.* By bond issue \$100,000 was raised last year for two branch buildings in Newark, to cost \$50,000 each.

The two new branches will be occupied in 1923. The Springfield Branch, in the thickly populated foreign section, has been under construction during 1922, and will be ready for opening in a short time. Both buildings are put up by the city on city-owned property.

The points of special interest, perhaps, about the two buildings, are that they are two-story buildings, the space on each floor being unbroken by partitions except for staff and work rooms; the first floor to be used by adults, the

second floor by children, with an outside entrance and covered stairway. Below is a cut of the floor plan of the Springfield Branch, which is almost exactly similar to the Ferry Branch, except that it is a little larger.



The Branch in the illustration is 60' x 60'. A staff room and work room on the first floor are 20' x 18'. The space left for adults is 42' x 60', and is entered at the front. The front stairs to the second floor are not to be used by children. They are for convenience in administration. Children will use an outside covered staircase by going around the right side of the building and up at the back. This leaves nearly the whole of 60' x 60' for the Children's Room.

The building stands on a lot 114' x 110', which gives about 25' on both sides of the building. The building is placed even with the sidewalk, and being 60' deep, leaves ample space in the rear for lawn, trees and shrubs.

## PENNSYLVANIA

*Philadelphia.* The corner stone of Philadelphia's new public library building was laid on January 24 by Mayor Moore.

The structure which has a frontage of three hundred feet on the parkway between 19th and 20th Streets will contain six million cubic feet, it will house about a million and a half books and cost about \$4,500,000. It will in capacity be one of the largest in the world, ranked only by the British Museum, the Library of Congress, and the New York Public Library, according to the *Philadelphia Bulletin*.

"While the exterior of the building will give the impression it is only two stories in height, it will really be five. In addition will be a basement and a sub-basement. Upon the roof will be open-air and glass-enclosed reading rooms, smoking rooms and dining rooms for the library force."

In his address at the cornerstone laying, Clinton Rogers Woodruff, president of the Philadelphia Civil Service Commission and chairman of the Main Library Site Committee, briefly reviewed the outstanding facts of the twenty-five year period which it has been found necessary to devote to preliminaries, most of the delay being due to law suits or to minor legal tangles, and in concluding pointed to the splendid achievement of the library with its present inadequate facilities.

## ALABAMA

*Birmingham.* The corner stone of the new \$60,000 library at Birmingham-Southern college was laid on January 18. The building is to be three stories high and is to be completed before the end of the present term.

## OHIO

*Dayton.* After five years of brief reports necessitated by lack of funds the Dayton Public Library and Museum has published its sixty-first and sixty-second annual reports in one fully illustrated report which also includes a chronological summary of Dayton library history from 1805 to 1922.

The "Social Library Society," charging an annual membership fee of three dollars, was founded in 1805. In 1847 the Dayton Library Association was established with a book collection of 6,000 volumes and charged a fee of five dollars until its union in 1860 with the Public School Library, established under the Ohio School Library Law of 1853. The united libraries were placed under the direction of a Committee of the Board of Education, and so continued until 1887, when the main library was

erected in Cooper Park at a cost of \$110,000. A museum was established in 1893 "as an adjunct to the Public Library" under Section 7643 of the General Code of Ohio. In 1903 four branch libraries, each of 3,000 volumes, were opened to the public in four school district buildings. Flood on March 25, 1913, destroyed 46,010 volumes and all furniture and fixtures in the basement and on the main floor of the Main Library with an estimated loss of \$85,000. The rest of the year was devoted to recovering from the disaster. The Main Library re-opened for day service on June 7, with 47,990 volumes on the shelves. Four school branch libraries closed on July 1 to add to the book stock. On the first of November the main library lighting was restored and hours extended for evening service to 9 p. m.

The opening in February, 1914, of two Carnegie branch libraries was followed year after year by new school branch libraries in widely separated communities. Preparations are in progress for opening branch libraries in three more school buildings. The 48,000 books remaining after the flood have now increased to 127,118 volumes active. During the war the library raised \$8,274 for A. L. A. camp libraries, and Miss Doren was appointed one of the War Service Committee of seven.

Having once narrowly escaped death by drowning the library threatened after the war to be stifled by shrinkage of funds for carrying on its ordinary work and making plans for the future. In May, 1920, hours at the branch libraries and Sunday hours at the Main Library were curtailed one-third. One-third of the staff was also lost by resignation and the library's inability to fill vacancies. In 1919 a campaign with the teachers of the state had brought an increase of \$21,000 for raising salaries, but it did not leave enough to stave off deficits and early closing. From June to September, 1920, a campaign for better library income was waged that resulted in an appropriation of a budget of \$121,000 to meet the deficits of 1919-20 and provide for the ensuing year's expenses. In July a graded salary schedule was adopted by the Library Board standardizing salaries and qualification for various grades of service. In March, 1921, library hours were restored to full time.

Becoming Librarian from the post of Assistant Librarian in 1896, the first act of Electra C. Doren was to establish a two-year library training class. Miss Doren resigned in February, 1905, to become Director of the Western Reserve University Library School, and returned in September, 1913. Linda M. Clatworthy served as librarian in the interim.

## ILLINOIS

In its eight years of existence the Illinois Library Extension Commission has seen 78 new free public libraries added to the 148 in operation when it was organized. Anna May Price, superintendent of the commission since its inception also reports an increase in the library tax rate from two mills on one-third the assessed value to 1.8 mills on one-half the assessed valuation of property. The county library law has been an entirely new act, and has demonstrated its practicality in the working of the Warren County library. Only two libraries in the state outside of Chicago paid salaries of \$2,000 or more in 1914, but salaries have been much increased. The commission has since that time become one of the three divisions of the State Library. Whereas it circulated only 7,643 volumes eight years ago, in 1922 the total leaped to 60,000. The book fund in the last two years has been increased to \$7,000 annually. The registration for the ten reading courses published last year was 193 people, and five have finished their reading and are receiving their certificates. The \$25,000 bond issue voted by the people of Rockford for a new branch last April is one evidence of the increase in library building.

*Chicago.* Of the 162,122 books called for by users of the John Crerar Library in 1922 books of medical science led the rest. The others were, in order, chemical technology, engineering, political economy, chemistry, and trade and transportation. The number of visitors recorded was 94,534, a slight decrease from the record of the last seven months of 1921. The library is still closed in the evening, and the Directors have decided with regret that evening opening will not be possible this year. The net accessions for the year were 13,914. Completion of the ninth inventory showed a net loss of 922, which is regarded as satisfactory since the loss covers three years during which 450,000 volumes were moved three times. With the Laufer purchase, the whole number of books now available is about 466,000. An increase of loans for use outside the library is noted: 1,114 volumes to 134 libraries as compared with 842 volumes to 131 libraries in 1921, and 1,654 requests from 468 individuals as compared with 847 loans to 366 individuals the previous year.

Dr. Ludvig Hektoen and Professor Henry Gordon Gale have been elected Directors in place of Dr. Frank Seward Johnson and Dean Rollin D. Salisbury, who died within the year.

## SOUTH DAKOTA

Altho there is not a town of more than two thousand people in South Dakota without a library, and only two towns of more than

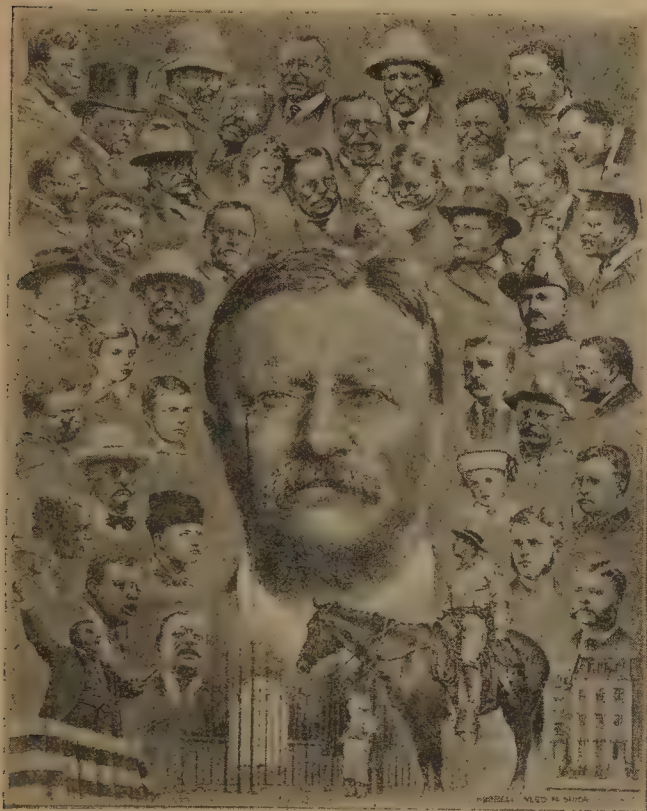
fifteen hundred, and nine of more than a thousand, that have none, more than sixty per cent of the people of the State will still be without local library service when libraries are organized in these eleven towns now lacking them. For this reason Leora J. Lewis, Field Librarian of the South Dakota Free Library Commission, in her biennial report for the period ending June 30, 1922, strongly recommends the establishment of more county libraries under the excellent South Dakota County Library Law. The newly established Tripp County Library, starting with no books, in a year has built up a collection of 2,944 books, loaned 12,337, and established six stations. The other county library in Hyde County, the first to be organized, has established nine stations and loaned 13,764 books from a collection of 1983, or an average circulation of four per capita. The State now has fifty-four public libraries, and there are also libraries in ten state institutions and eight in colleges and schools not controlled by the state.

An increase in the number of federated Women's Clubs in the last nine years from seventy to one hundred and fifty probably owes much to the establishment of the commission in 1913, as more than half these clubs are in towns with practically no library facilities, and the commission loaned 4331 pieces to clubs in 91 towns during the biennium. On application from teachers 3,576 pieces were loaned to schools, exclusive of books in the traveling libraries. The number of rural school libraries is always exhausted early in the fall.

The traveling libraries are made up of fifty and twenty-five volume collections in equal parts of adult and children's books, and there are now 256 such libraries in circulation. During the biennial period 534 were loaned with, according to the reports of station librarians, a total circulation of 44,174 volumes. Commission owns 15,595 volumes. Its appropriation for the biennium was \$16,800, of which \$8,832 was expended for books and \$3,916 for books, periodicals, and binding.

## ONTARIO

*Toronto.* The Library of Victoria College of the University of Toronto has been enriched lately by over one thousand volumes bearing on the history of the United States of America. These have been received thru the generosity of Clarence W. Warner, the Curator of the Canadian Collection in Harvard University, and in the main are from Canadians and friends of Canada in the United States who are endeavoring to build up in this important Canadian College Library a special collection on American history.



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## AMONG LIBRARIANS

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The following abbreviations are used:

- A. Library School of the Carnegie Library of Atlanta.
- C. California State Library School.
- C.P. Carnegie Library School of Pittsburgh.
- D. Drexel Library School.
- Ill. University of Illinois Library School.
- L.A. Library School of the Los Angeles Public Library.
- N.Y.P.L. Library School of the New York Public Library.
- N.Y.S. New York State Library School.
- P. Pratt Institute School of Library Science.
- R. Riverside Library School.
- S. Simmons College School of Library Science.
- S.L. St. Louis Library School.
- Syr. Syracuse University Library School.
- U.C. University of California Course in Library Science.
- W.R. Western Reserve Library School.
- Wis. Wisconsin University Library School.
- Wash. University of Washington Library School.

ASKEW, Sarah B., librarian and organizer of the New Jersey Public Library Commission, appointed a member of the Trenton, N. J., School Board.

BEAN, Emma J., for many years librarian of the Andover Theological School but retired from active duties for about eight years, died January 20 from the effects of a fall.

CUTHBERTSON, David, sub-librarian of Edinburgh University Library, is the author of "Revelations of a Library Life" to be published in an edition of 350 copies early in March by James Thin, University Bookseller, 54-56 South Bridge, Edinburgh, Scotland.

ESTES, Grace W., 1916 Wis., succeeded Lillian E. Cook as librarian of the traveling library department of the Minnesota Department of Education, January 1.

FARQUHAR, Alice M., 1912 Wis., librarian of the Woodlawn Branch of the Chicago Public Library has been transferred to the main library to be "adults' librarian," to "give guidance and direction to . . . such individuals or groups . . . as would consent to such a program."

FOSHAY, Florence, 1913-15 N. Y. P. L., now head cataloger of New York University's Washington Square Library is succeeded as cataloger in the National Industrial Conference Board Library by Marjorie Fisher, 1917-18 N. Y. P. L.

FOLEY, May E., 1917 Wis., is working up a mail order business at 5151 Cornell Avenue, Chicago, to supply book buyers in small towns with the books they want.

HARRIS, Mabel, 1913 Wis., is at present librarian of the teachers college of the University of Nebraska, Lincoln, Neb.

HERNDON, Maude, since 1920 acting librarian of the Akron (O.) Public Library, has been appointed librarian.

KENNEY, Josephine E., 1918-19 N. Y. P. L., is now librarian of the Jamaica Training School for Teachers, New York City.

KENYON, Sir Frederic G., director and principal librarian of the British Museum is paying a short visit to this country, to include Boston, New York, Cincinnati, Gambier, Ohio (the seat of Kenyon College), and Washington. Sir Frederic who was born in 1863 became assistant in the museum in 1889 and in 1898 was appointed assistant keeper of mss., which post he held until 1909 when he assumed the directorship. His many publications include editions of Robert and E. B. Browning's poems, letters, etc., as well as works on palaeography and bibliography.

MEYER, Amy, formerly chief of the Music and Drama Department of the Detroit Public Library is now circulation manager of the *Musical Digest* published weekly by Pierre V. R. Key, 239 West 39th Street, New York City.

STOCKETT, Julia C., 1914 Wis., who has been organizing the U. S. Veterans hospital library at Waukesha, Wis., has gone to organize the extension work of the Wilkes-Barre (Pa.) Public Library. She is succeeded at Waukesha by Caroline E. Robinson.

### LIBRARY CALENDAR

Feb. 24. At Long Beach. Sixth District of the California Library Association.

Feb. 27. New York Special Libraries Association dinner meeting at the Stanley Food Corporation, 198 Broadway.

March 2-4. At Atlantic City. Headquarters at the Hotel Chelsea. Joint meeting of the New Jersey Library Association, the Pennsylvania Library Club and the Special Libraries Council of Philadelphia and vicinity.

March 24. The date of the Southern New York State School Librarians conference announced for March 3 has been changed. The Lincoln School of Teachers College is the meeting place.

April. Fifth District of the California Library Association.

May. Probably in the third week. At Atlantic City. Fourteenth annual convention of the Special Libraries Association.

June. At Yosemite. California Library Association.

June 21-22. At North Scituate. Massachusetts Library Club.

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### **The Negro Press in the United States**

By FREDERICK G. DETWEILER. \$3.00, postpaid \$3.10.

### **Syllabus of American Literature**

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## ADVERTISING

A list of articles that have appeared in the *Printers' Ink* publications on women's wearing apparel (I). 185 Madison ave., New York. 3 mim. p. (*Printers' Ink* spécial service).

## AESCHYLUS

Aeschylus; with an English translation by Herbert Weir Smyth; in 2 v. v. 1. Suppliant maidens, Persians, Prometheus, Seven against Thebes. Putnam. Bibl. footnotes. S. \$2.25. (Loeb classical library).

## AFRICA—DESCRIPTION AND TRAVEL

Carpenter, Frank G. From Tangier to Tripoli. . . and the Sahara. Doubleday. 3. p. bibl. O. \$3. (Carpenter's world travels ser.).

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Hauger, Alphons. Zur römischen Landwirtschaft und Haustierzucht; ein Beitrag zur Kultur Roms. Hannover: M. and H. Schaper. 1921. 2 p. bibl.

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See also SCIENCE

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## GRAIN TRADE—SWITZERLAND

Fleischmann, Edgar. Das Getreidemonopol in der Schweiz. Seine rechtlichen, wirtschaftlichen und

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- HERODOTUS  
Herodotus; with an English translation by A. D. Godley; in 4 v.; v. 3. Putnam. Bibl. footnotes. S. \$2.25. (Loeb classics).
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- INDUSTRIAL WASTE. See WASTE
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Iowa State Historical Society. *The Iowa Journal of History and Politics*. Iowa City. Bibl. footnotes. Q. pap. apply.
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Johnsen, Julia E., comp. Kansas Court of industrial relations. Wilson. 9 p. bibl. D. pap. 75 c. (Reference shelf).
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Carroll, Mollie R. Labor and politics; the attitude of the American Federation of Labor towards legislation and politics. Houghton. 2 p. bibl. O. \$2. (Hart, Schaffner and Marx prize essays ser.; no. 33). See also KANSAS COURT OF INDUSTRIAL RELATIONS; NEW YORK (CITY)
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- LAW. See EVIDENCE; TRADE-MARKS
- LITERATURE—HISTORY AND CRITICISM  
Morize, André. Problems and methods of literary history; with special reference to modern French literature; a guide for graduate students. Ginn. Bibl. footnotes. O. \$2.40.
- LIVY, TITUS LIVIUS  
Livy; with an English translation by B. O. Foster; in 13 v.; v. 2, bks. 3 and 4. Putnam. Bibl. footnotes. S. \$2.25 (Loeb classics).
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- MARRIAGE  
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- METALLURGY. See ZINC
- MEXICO. See GEOLOGY—MEXICO
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Rex, Frederick, comp. What other city councils are doing; brief list of references to ordinances introduced in or passed by city councils of cities other than Chicago from Feb. 10 to Oct. 17, 1922. 6 mim. p. (List no. 4).
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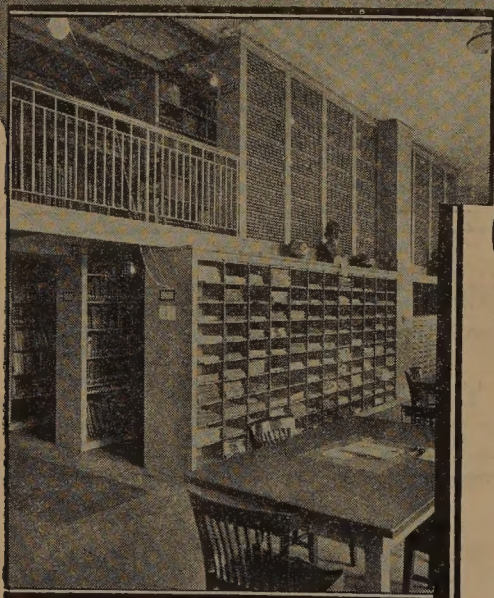
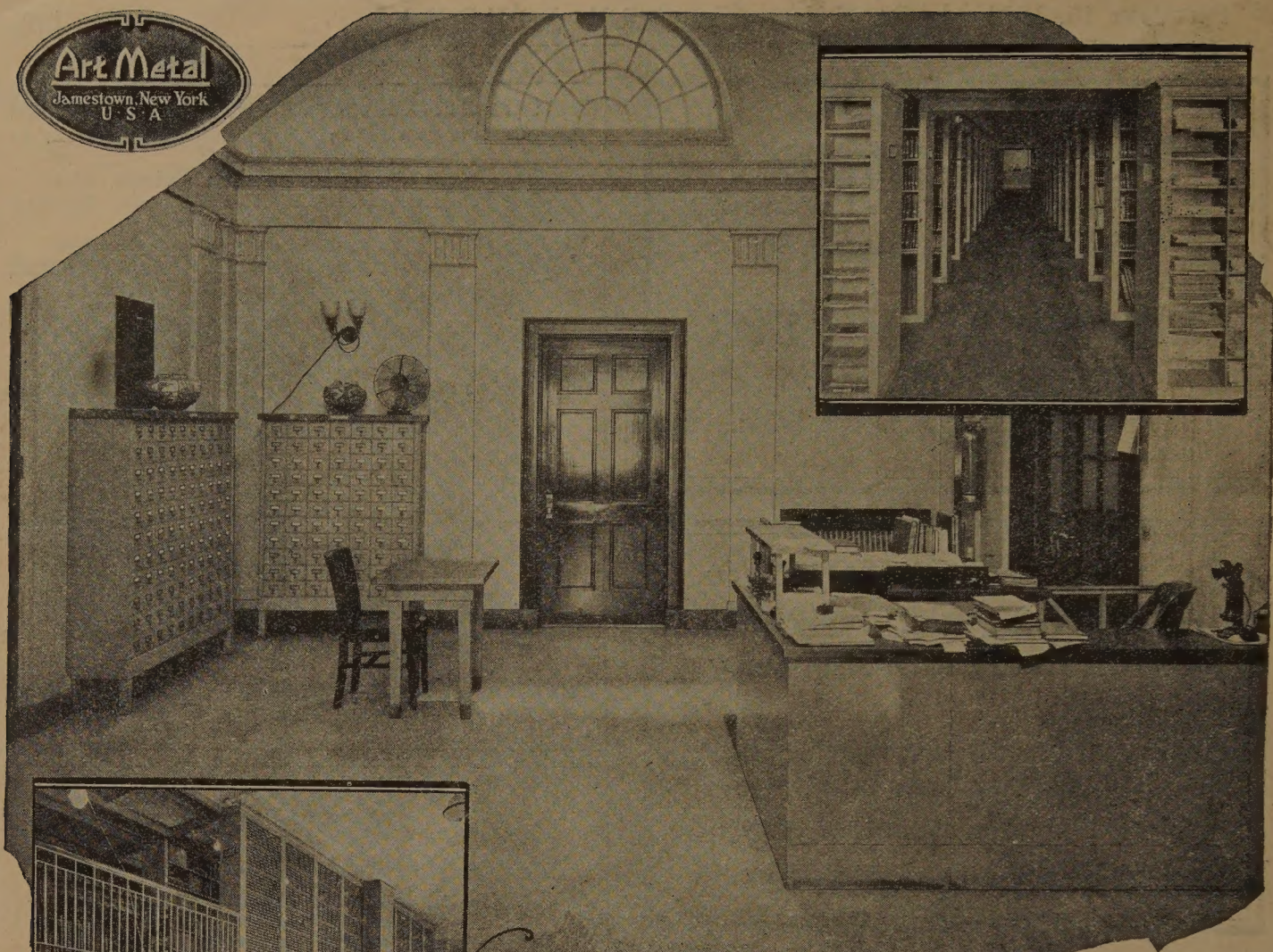
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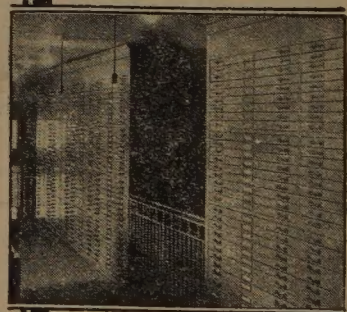
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